
Final Report

**Evaluation of Policies, Practices and Implementation
of HIV Education Programs in Schools**

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Table of Contents

	Page
Acknowledgements	i
Methodology Report	
Introduction	1
Instrument Development	2
Data Collection	3
Data Abstraction	4
Data Entry	5
Computer Generated Single-Site Reports	6
Data Editing and Clarification	13
Database Modifications and Data Cleaning	16
SEA and LEA Summary Tables	16
Appendices:	
Appendix A: Data Abstraction Form	
Appendix B: Attachment to Data Abstraction Form	
Appendix C: Coding and Data Entry Manual	
Appendix D: Computer Generated Single-Site Report	
Appendix E: Project Report Dissemination Monitoring Charts	
Appendix F: Final Codebook	
Appendix G: Summary Tables for LEAs	
Appendix H: Summary Tables for SEAs	
Appendix I: Responses to Other Categories	

List of Figures

	Page
Figure 1: SEAs and LEAs not responding to site report review	9
Figure 2: Nonresponsive SEAs and LEAs not returning phone messages.	9
Figure 3: SEAs and LEAs responding to site reports	10
Figure 4: SEAs and LEAs reporting no changes to site report	11
Figure 5: SEAs and LEAs providing changes over the phone	11
Figure 6: SEAs and LEAs providing letters with documentation	11
Figure 7: SEAs and LEAs submitting report only	12
Figure 8: SEAs and LEAs submitting report with documentation	13
Figure 9: Clarification calls to SEAs and LEAs	15

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Methodology Report

Evaluation of Policies, Practices and Implementation of HIV Education Programs in Schools

Introduction

In February 1993, Macro International was contracted to evaluate the progress and activities conducted by the 71 HIV education programs funded by the **CDC's** Division of Adolescent and School Health (DASH) through cooperative agreements with State and local education agencies. Data elements were obtained **from reading** the program file documents and were abstracted for each funded year of the **5-year** period 1987-1992 for each program. A database was composed from these elements that will enable the CDC to answer specific evaluation questions regarding the development of programs and the extent to which the CDC policies and guidelines were followed during the **5-year** funded period. Individual site reports based on computer-generated data were produced and sent out to the HIV program directors (**HIV PDs**), who were requested to review the reports and accompanying abstraction instruments for verification of information. Subsequent phone interviews were conducted with **PDs** to obtain clarification of responses submitted to this request.

The summary tables presented-in Appendices G and H represent the final data collected **from** this process. This methodology report presents a detailed account of the process undertaken to collect this information. Because this study was based mostly on qualitative research methods, descriptions of reliability and validity issues are included wherever applicable. The following sections comprise the methodology report: Instrument Development, Data Collection, Data Abstraction, Data Entry,

Single-Site Reports, Data Editing and Clarification, Modifications to the Instrument, Data Cleaning, and Conclusion.

Instrument Development

Development of the study plan occurred in Fall 1992. In accordance with this plan, DASH **staff** and Macro developed a series of framework questions around the key areas under study: Basic Demographic Information, Policy, Curriculum Development, Teacher/Staff Development, Other Program Components, Classroom,, Comprehensive School Health Education-Infrastructure, Comprehensive School Health Education-Curriculum, Program Evaluation, Surveillance, Collaboration with Other Agencies, Use of Major Databases, Support to Local Schools, and Anecdotal Information. During the **first** six months of the project, Macro and DASH staff worked collaboratively to develop a comprehensive data abstraction instrument based on these framework questions that would capture data in the following sections: Demographics, Policy Development and Implementation, Curriculum Development and Implementation, **Teacher/Staff** Development, Comprehensive School Health, Program Evaluation, Surveillance, Collaboration with Other Agencies, Use of Major Databases, Support to Local Schools, **and** Anecdotal Information.

A pilot test of the data abstraction process was conducted using the **draft** instrument on eight sites (5 SEAs and 3 LEAS), and in July 1993 a meeting was held in Atlanta between Macro and DASH staff to discuss revisions to the draft instrument in relation to the findings **from** the pilot test. The final data abstraction instrument (included as Appendix A) was a 30-page document with over 100 questions. Its comprehensiveness can be seen in the size of the database, which was developed directly from the instrument, and contains over 664 variables.

Data Collection

Macro retained a **staffperson** in Atlanta to work with DASH staff in borrowing and copying the file documents **from** various localities within CDC. Checklists were used to assess the following types of source documents included within the files: applications, progress reports, financial status reports, trip reports, reviewer evaluation reports, responses to reviewer evaluation reports, progress reports, program evaluation reports, curriculum descriptions, policy information, questionnaires, correspondence, surveys, and needs assessment reports. Program files for the beginning three or four program years were copied first and shipped to Macro headquarters for abstracting. Reports for the final year and the programs' summary closeout documents were copied and shipped separately. It must be noted here that the **funding** period for the final year was extended to 18 months by DASH, but for the purposes **of this** study, all **funded** years were measured equally according to school years (September through August). Therefore, all data collected **from** the programs reflects activities up until Summer of 1992.

Although document retrieval for the first phase was a slow and laborious process, most of the **necessary** documents were accessible and made available to the project **staff**. There were, however, **difficulties** in obtaining access to all of the close-out and final year program files. This was due to the recent arrival of some reports and the logging in process within DASH and the Program Grants Office (PGO). To expedite this process, project staff worked closely with DASH staff to determine the location of missing files. It must be noted here that final reports **from 6 SEAs** and **2 LEAs** were either not received at the CDC-DASH or were unable to be located. **Abstractors** who were not able to access these final reports were instructed to proceed without the information contained in them.

Ultimately, although every attempt was made to secure documentation and feedback **from** the programs, source data were not consistent for all programs.

Data Abstraction

Full implementation of data abstraction of **all** 71 programs began in August 1993. Process records were kept of the amount of time researchers spent abstracting data for each site. Data abstraction was conducted in two phases: initially, the first 3 or 4 years of program activity were reviewed, and later, after the year 5 progress reports and close-out file documents were received, the final year (91-92) was abstracted as a separate activity. The staffing of the abstracting team remained constant throughout both phases. Staffing arrangements were the following: a manager, two in-house staff members, and four off-site staff. Collective time spent abstracting data for both phases ranged **from** **8** to 30 hours, depending on the size of the program files and the complexity of the program. Because of the variance discovered in abstractor interpretation for some of the questions, weekly team meetings were conducted to provide a forum for issues, monitor team progress, and share information on DASH directives. Regular conference calls with DASH **staff** were also held, and concerns raised by **abstractors** were brought to the attention of DASH and resolved appropriately.

Before completion of the first phase of abstracting, interpretation issues surrounding the original evaluation questions for policy development and implementation, curriculum, and teacher/staff development prompted DASH staff to add evaluation questions based on criteria specified in the Handbook for Evaluating HIV Education. These new questions were added to the abstraction instrument as an attachment (Appendix B). Only the attachment evaluation items for the above sections were used in the single-site reports. It should be noted here that both sets of evaluation

questions for **teacher/staff** development included an item addressing participant satisfaction. Based on feedback **from** DASH **staff** on other issues of interpretation raised by the task order project team throughout the course of the **first** abstraction period, data editing guidelines were developed. In addition to completing the evaluation attachment for **all** funded years, the second abstraction phase included editing the previous data according to these guidelines. These two activities involved the re-examination of documents to capture the additional evaluation items and to ensure consistency in abstractor interpretation. **Abstractors** often reported that the amount of time spent on the second phase of abstraction was as long, or even longer, than the first. Although every attempt was made to increase the reliability factor, it is possible that errors in interpretation may have remained in some questions and were simply not brought forth by **abstractors**.

Data Entry

The data entry program was developed during Fall 1993 in **SPSS/PC-DE**. In developing this program, it became clear that the size of the database was too large to be contained a single file, it was therefore split into two separate **files**. Data entry followed the structure of the instrument where appropriate. A **codebook** and data entry manual were produced that specified the procedures and values used throughout the process (Appendix C). These documents were submitted to DASH staff for review.

Skip patterns were incorporated wherever necessary. In some cases, skip patterns were not developed and needed to be inserted as part of the data cleaning process. AU data entry staff were trained by the DM in SPSS-PC system procedures, as **well** as the specifics of working within the database. All data entry work was monitored to ensure readiness for the writing of the single-site

reports. The sections on data editing and clarification and database modifications discuss the incorporation of the instrument changes to the database in detail.

Computer Generated Single-Site Reports

While the second abstraction phase was in process, development of the shell for the single-site reports was conducted. Items selected for the shell were based on **DASH's** needs and the depth of information found by the project team during the first abstraction phase. In January 1994, a draft of the shell was submitted to DASH in a narrative format for review. The style was found to be difficult to read, and with DASH's assistance, another **draft** of the shell was developed that presented information in an itemized listing with boxes that could be checked off for affirmative responses. This shell was distributed to several DASH managers and project officers to solicit feedback on its **usefulness** and completeness. Based on their review, several changes were made to the **15-page** report shell. The final report shell, approved by DASH in February 1994, is presented in Appendix D. The changes to the shell included additional items and questions that were not in the instrument, as well as additional responses to most questions in the policy development section to delineate policy status as "required," "recommended," or "permitted." These changes were deemed necessary to the report in preparation for its review by the HIV **PDs**, and cover letters sent to the **PDs** specifically requested a complete analysis of the Policy Development section. Sections where **abstractors** found a great degree of missing information in the source documents were also indicated as such in the cover letters.

The reports were designed to be computer-generated to reflect consistent analysis across programs and **user-friendly** to encourage higher response rates **from** the HIV **PDs**. Because of the size of the

instrument and the accompanying database, and the length of the single-site report, it was impossible to design a totally computerized format for the site reports, and the end product involved a substantial amount of individual researcher analysis. Both report shells submitted to DASH were developed in WordPerfect 5.1. Wherever possible, single-site reports were produced by the **staff** responsible for the site abstraction. The process of creating the single-site reports involved the following steps: (1) the DM was notified that all data for a site had been entered, (2) the DM analyzed site-specific data by year using SPSS-PC **software** (only those variables that pertained to the site report were analyzed), (3) **abstractors** received computer printouts and developed the individual reports **from** reading the printouts and summarizing additional qualitative information contained in the instruments. Sections in which **abstractors** were uncomfortable with the level of data were flagged and brought to the attention of HIV **PDs** in the cover letter. Copies of the abstraction instruments for each funded year of a program were sent to the **HIV PDs** with the reports and the cover letter.

Site reports were mailed out to all SEA and LEA **HIV PDs** from February 2 to June 21, 1994, and **HIV PDs** were requested to return their responses within two weeks **from** the date **of the** cover letter. Records were kept of the report dissemination and feedback process that included the date of dissemination, the responses received, the attempts to contact HIV **PDs** for follow-up, the contacts made by the HIV **PDs** with the project team, and appropriate comments. Appendix E presents the final monitoring chart of the report dissemination process.

The site reports were designed to be summary reports documenting the entire four or five years of the programs. As such, the format did not specify years in which most activities occurred, and HIV **PDs** were asked to review the instruments that accompanied the reports to **verify** the completeness

and accuracy of the information abstracted for inclusion or correction to the national database. Wherever possible, HIV **PDs** were also asked to provide the project team with documentation to substantiate changes to the report or the instruments.

Unfortunately, many HIV **PDs** did not respond in the manner requested. As presented in Figure 1, a total of 22 sites did not respond at all, even after repeated attempts to contact them or to obtain the information. And, as can be seen in Figure 2, out of these 22 sites, project **staff** reported no direct contact with nine sites in which messages were left but not returned. It is interesting to note that three of the sites with whom **staff** had direct contact (Colorado, New Jersey, and Dallas) eventually sent their reports in, but they were submitted well after the September 6 final due date and therefore were not included. Most HIV **PDs** that did respond did not provide the desired documentation to substantiate their changes. These three reports will be sent to DASH along with the rest of the reports. Figure 3 lists all 49 **SEAs** and **LEAs** that responded to project staff. Four of the HIV **PDs** who were contacted by phone felt that the reports required no changes, and two of the HIV **PDs** only provided changes over the telephone, Figures 4 and 5, respectively. Many HIV **PDs** did not return the copies of the abstraction instruments, and **often** those that did return the instruments did not make changes throughout the copies, Figures 6 and 7. Most of the HIV **PDs** returned the site reports with changes made directly on the report (Figure 8). Because the reports were of a summary nature, there was often no indication on the shell of the specific year in which the activity occurred. Although attempts were made to contact the HIV **PDs** for **further** clarification, it was **often** necessary for the abstractor to make an educated guess regarding the specific year. This was accomplished by a quick review of the relevant **file** documents.

Figure 1: SEAs and LEAs not responding to site report review

Nonresponsive SEAs and LEA N=22
Colorado Delaware Hawaii Kansas Louisiana Minnesota Mississippi New Jersey Nevada New York North Carolina Texas Utah American Samoa Guam
Boston Dallas Miami New Orleans Newark San Diego Seattle

Figure 2: Nonresponsive SEAs and LEAs not returning phone messages

SEAs and LEAs No Direct Contact N=9
Delaware Louisiana Nevada North Carolina Texas American Samoa Guam
New Orleans Newark

Figure 3: SEAs and LEAs Responding to Site Reports

SEAs and LEAs N=49
Alabama Alaska Arizona Arkansas California Connecticut District of Columbia Georgia Idaho Illinois Indiana Kentucky Maine Maryland Massachusetts Michigan Missouri Montana Nebraska New Hampshire New Mexico North Dakota Ohio Oklahoma Oregon Pennsylvania Rhode Island South Carolina South Dakota Tennessee Washington West Virginia Wisconsin Wyoming Vermont Virginia Puerto Rico Virgin Islands
Baltimore Chicago Denver Ft. Lauderdale Jersey City Los Angeles New York City Philadelphia San Francisco

Figure 4: SEAs and LEAs reporting no changes to site report

SEAs and LEAs with phone changes N=4
Arkansas
Idaho
Ohio
South Carolina

Figure 5: SEAs and LEAs providing changes over the phone

SEAs and LEAs with no changes N=2
District of Columbia
Virginia

Figure 6: SEAs and LEAs providing letters with documentation, but no report

SEAs and LEAs sending letters N=3
Connecticut
Maryland
Vermont

Figure 7: SEAs and LEAs submitting report only

SEAs and LEAs, report only N=20
Alabama
Alaska
Arizona
District of Columbia
Georgia
Illinois
Iowa
Massachusetts
Missouri
Nebraska
New Hampshire
Oklahoma
Oregon
South Dakota
Tennessee.
Washington
Wyoming
Virgin Islands
Ft. Lauderdale
New York City

Figure 8: SEAs and LEAs submitting report with documentation

SEAs and LEAs Report and Documents N=22
California Florida Indiana Kentucky Maine Michigan Montana New Mexico North Dakota Pennsylvania Rhode Island West Virginia Wisconsin Puerto Rico
Baltimore Chicago Denver Jersey City Los Angeles Philadelphia San Francisco

Data Editing and Clarification

All reports, copies of instruments, and documentation received **from** the HIV **PDs** were examined to edit the study instruments in accordance with the **new** information. Also incorporated into the instrument were the new questions added into the report. Macro staff marked the original instruments in red, noting where information was still missing.

As mentioned earlier, there were many differences between the reports and the instruments. Macro staff discussed the discrepancies in data during phone conferences with DASH **staff** and it was decided in June 1994 to add an additional activity into the data editing process that would involve

phone contact with the HIV **PDs** to determine specific years of activity and other areas of interpretation. In some cases, the thoroughness of the HIV **PDs** precluded the need for **further** involvement. In most instances, project **staff** needed to seek clarification **from** the HIV **PDs** on specific items marked in the report, especially the delineation of years. Scheduled phone discussions were conducted by **staff**, and wherever possible, calls were made by those **abstractors** most familiar with the programs. Before the calls, project **staff** prepared specific areas to focus and limited the discussions to those items in the report and instrument that needed clarification to augment the information in the national, multi-year database. Additional documentation, such as policy statements, staff training agenda, and curriculum materials was requested to support the assertions, but no attempts were made to obtain the documentation after these **calls** were conducted.

As Figure 9 illustrates, a total of 39 phone calls were placed to HIV **PDs**. **Staff completed calls** to 34 HIV **PDs** and were unable to obtain responses **from** 5.

After **all** data were received **from** the HIV **PDs** the abstraction instruments for each program were edited one **final** time to reflect the new changes. Staff used colorful marked up copies of the master instruments that highlighted additional items, additional responses to existing items, and additional questions. (A copy **of the** marked up master instrument was submitted to DASH.) All new changes were manually coded to reflect these changes. Once all instruments were marked, edited changes were entered into the database.

Figure 9: Clarification Calls to SEAs and LEAs

Completed Calls N=34
Alabama Alaska Arizona District of Columbia Florida Georgia Illinois Kentucky Maine Maryland Massachusetts Michigan Missouri Montana Nebraska New Hampshire New Mexico North Dakota Oklahoma Pennsylvania South Dakota Tennessee Washington West Virginia Wisconsin Puerto Rico Virgin Islands Baltimore Chicago Denver Jersey City Philadelphia
No Responses (N=5)
Connecticut Oregon Los Angeles New York City San Francisco

Database Modifications and Data Cleaning

It was known that changes to the site report would need to be incorporated into the database, but because of the magnitude of the existing database, **difficulties** arose in using the previous data entry system, **SPSS/PC-DE**. Using SPSS for Windows, the DM combined both database files to foster easier data manipulation. Variables were inserted in appropriate places and values were changed to reflect the report. For those programs that responded to the report reviews, “missing” and “not applicable” values are denoted with “9” and “8” respectively to indicate user missing data. For those programs that did not respond, a dot point was used, indicating system missing data. A **codebook** of all variables and values is presented in Appendix F.

Macro **staff** met with DASH on September 26, 1994 to present preliminary summary tables of data for **SEAs** and **LEAs**. At this time, changes were recommended by DASH to ensure clarity and consistency in formatting. As part of this process, a thorough data cleaning was conducted by the DM. Data cleaning involved checking all edited responses and ensuring that “missing” and “not applicable” values were appropriately used, changing responses where necessary, and creating skip patterns where appropriate.

SEA and LEA Summary Tables

The following section provides an overview and brief discussion about the specific questions on the instrument summarized in the tables found in Appendices G and H. Included in this discussion is an assessment of our “comfort level” with certain questions and an explanation of the impact that changes to the instrument had on the data. Not surprisingly, questions that yielded good results were original (unmodified) questions with clear response options that did not require a great deal of

abstractor judgement and for which data existed in the files. Conversely, questions that were amended during the course of the study to include new response options and the seven completely new questions do not yield as strong results. Analysis will be **difficult** based on the amount of missing data and low response rates to these questions. In addition, questions that required **abstractors** to make judgements (i.e. “substantial efforts” versus “included but not stressed”) are subject to individual interpretation based on the language and content of specific files. It was not possible to quantify such questions due to the variance between programs. In addition to the new and modified questions, a number of other questions posed problems for **abstractors**. These were questions that generally remained unanswered due to the lack of information or usable data in the files. The first part of each section below provides the reader with a list of questions/tables that, according to **abstractors**, were generally among the stronger, most consistently answered questions in the instrument. Following this, is a list and short summary of possible reasons other questions yielded less dramatic results.

Policy Development and Implementation. Although this entire section posed problems for the analysis due to the many changes required throughout to match the report responses to the instrument, there are still a number of questions that remain strong and appeared to have yielded good results.

- Although Questions 6A and 7A were amended to allow for the response, “policy permitted HIV education” and little information was collected under this new category, programs generally provided clear information about their HIV education policies. Thus, despite the additional item, Questions **6A**, **7A**, and 8 all yielded good data. When policy documents were available it was not difficult to determine for whom the policy was intended, therefore answers to Question **10A-B** were also **generally** available.
- Questions 11, 16, 19, 21, and 25 were all clearly stated questions with a complete range of response options that coincided with information in the files. Documentation regarding recommended/required HIV and CSHE curriculum materials, agencies that participated in HIV education policy development, and the types of community groups that cooperated with the **SEAs/LEAs** could be found in many places throughout the programs files. Although additional items were added to Questions **19**, **21**, and 25 (“permitted CSHE” and “Nurses/Physicians and Community Organizations” respectively) original responses to these questions remain strong.

Despite the fact that policy documents were **generally** included, weak or “problem” questions abound in this section.

- Questions **6B-C** and **7B-C** fall into this category as a result of unavailable and/or unusable file data. Although many programs discussed district and local policy development and implementation at some point during the 5-year period, overall percentages were rarely collected/reported by the programs. It was therefore generally not possible to answer these questions.
- Three new Questions (91-93) were added to the original instrument. These questions focused on whether the HIV education policy covered all students, whether it included a minimum amount of HIV education, and **if at least 10- 15 hours of HIV education was stipulated**. These new questions did not tend to yield good data. Minimum requirements were usually not addressed in the source documents and **abstractors** reported little data for these responses as well. In addition, HIV **PDs frequently** did not address these questions in the reports.
- In Question **13A**, policies on **teacher/staff** training were originally examined as requirements. Changes in responses added “recommended” and “permitted” as options. In addition, in the original instrument, item **#2** combined special training in sex and health education, but for the single site report these items were separated. Thus, data for the sex education option were low because it was difficult for **abstractors** to determine which designation was correct and **only** those programs responding could be included.
- Question 13B was also modified to include two new responses “required” and “permitted.” Both questions could only be completely analyzed for those sites that responded and for whom **abstractors** were certain of the data. Hence, the categories of “not recommended” or “not required” indicate that delineations could not be determined beyond that status. As a result of these changes, analysis became much more difficult. The highest numbers on the table still correspond to the original response options.
- Regarding collaboration policies, Questions 14 and 15 were amended to include “recommended,” “required,” and “permitted” responses. Again the response of “not required” or “not recommended” indicates that sites did not respond and the original abstracted response remains.
- Similarly, in Questions 17 and 18 the responses of “recommended” and “permitted” were added to determine policies regarding assistance to local schools. As above, the “not required” response remains to include those sites that did not respond.
- The responses in Question 20, which concerns topics included in CSHE, were expanded **from** the original **“included”/“not included”** option to “required,” “recommended,” and “permitted.” Again the “included” and “not included” categories remained in the **dataset** for those sites that did not completely respond to this question.
- Question 22, which addresses other related policies, was amended to include the responses of **“required,”** “recommended,” and “permitted,” instead of simply “included” or “not included.”

It is clear that drawing conclusions **from** this and other similarly amended questions is difficult because of the variance in HIV PD response. Thus, for many of the questions in this section, the outcome of these changes was in effect to dilute the results without gaining much more usable information on the tables.

Curriculum Development. As with the policy section, the strongest questions in the curriculum section were those that were unambiguously stated and had distinct and complete response options that coincided with format that information was provided by the programs.

- Questions **28, 30,** and 33 fall into this category. A majority of programs were eager to list key individuals involved and the mechanism used in **curriculum** development/selection. In addition, references to ancillary programs, such as those listed in Question 33 were also common. Although the response item “theater presentations” was added to Question 33, this option was added because it had been **frequently** coded as an “other” response. This **small** modification was not **difficult** for **abstractors** to incorporate.
- It was also fairly simple for **abstractors** to make determinations in Questions 35-36. As a rule, documentation regarding pilot/pretests and revisions were clear.

The main issues of concern in this section were centered around differences in interpretation of terms used throughout the report and the instrument. Also worth noting, is that at DASH’s request, curriculum was expanded to include **curriculum**, guidelines, **framework**, and competencies. This did not present any problems however.

- Although there were no changes made to Questions 26 and 27, in discussions held with the HIV **PDs** it was evident that much confusion exists around the term “needs assessment.” It is probable that some **PDs** indicated that they had completed a needs assessment without a true understanding of its meaning.
- Numbers for Question 29 may be low because it was often overlooked on the report. Also, there were likely to have been varying interpretations of the term “broad range.”
- In Question 34, both **abstractors** and HIV **PDs** had difficulty quantifying the term “routinely. ” Although many programs reported that they included these kinds of ancillary programs (as seen in Question 33), it was often **difficult** to determine how “routine” these programs actually were. Often programs would list specific programs implemented in certain schools without providing information about whether these programs were on-going and thus “routinely” implemented. Hence, this question was subject to abstractor and PD judgement.
- In Question 37, the interpretation of the term, “revised” also presented some confusion. Some programs conducted MI revisions, while others essentially reprinted or made minor changes

to the materials. It was **often difficult** to make this determination based on information in the files. Again, this question was subject to judgement on the part of the abstractor.

- In Question 38, the additional items of “abstinence,” and the “correct and consistent use of condoms,” were made available for those programs choosing to respond. The numbers for these items are much lower as a result. Question 38 also contains the response option “substantial efforts to incorporate” that again was **difficult** for **abstractors** to judge and **will** result in some degree of error due to abstractor variance.

Teacher/Staff Development. As with previous sections, there were a fair number of questions in the **teacher/staff development** section that appeared to have produced reliable data. Many questions in this section were unaltered, had dichotomous “yes/no” response options, and were generally “answerable” based on information in the files.

- AU of the programs conducted **teacher/staff training** at some point during the **funding** period and many submitted detailed training materials which included **specific** topics, planned activities, evaluation **forms**, and intended outcomes. In addition, programs generally provided information regarding when and how pilot programs occurred. Although some programs provided only a single total for the number of teachers, administrators and **staff** trained during a given year, in most cases separate totals were provided at some point during the **5-year** period. Thus, the information available was generally sufficient to answer Questions **40, 43, 48-50** in most cases.

Some of the same problems found with the previous section also pertained to teacher/staff training.

- In Question 41, the term “needs assessment” is likely to have been interpreted in a variety of ways by **PDs**. In addition, the word “typically” made this question even more **complicated**. Often programs reported that some kind of needs assessment had been conducted prior to teacher training but at times it was not clear to the abstractor whether this was a **“typical”** occurrence. For example, a program may have conducted several focus groups prior to **the** first training workshops, but may not have continued this for subsequent trainings. “KAB surveys” and “Data collection on practices and policies” were among those most **frequently** (typically) conducted.

Collaboration with Other Agencies. Collaboration with other agencies was a strong section for a number of reasons. Many of the questions were unambiguous, ample information was provided by programs, and to a large extent, the response options matched what was found in the files. Programs seemed eager to report on collaborative efforts made with local and national organizations and with other **SEAs** and **LEAs**. One issue worth noting, is that the level of collaboration varied. Collaboration with the PTA in one state may have been a single training night, whereas in another state PTA-sponsored training may be an on-going activity. It is therefore difficult to conclude from looking at the tables, the level of collaboration that actually occurred. Programs consistently reported on the composition and nature of their materials review committees which provided clear and **useful** information for Questions 79-81.

Question 73B posed somewhat of a problem regarding interpretation of the term “on average.” A majority of programs did not report on the average frequency of such meetings. In addition, two new items were added to Questions 76 and 78 “developing a task force” and “developing a special committee.” Although numbers for these options were extremely low due to their most likely being overlooked during the review process, overall response to the original items was good.

Major Databases. Information about program activities in this area was scarce based in part on the amount **of time** it took for many of the programs to purchase computers and then gaining access to these databases. Although contributing to the databases was often listed as a program goal for the following year, little tangible evidence was provided about specific contributions or overall usage.

Support to Local Schools. This was another strong area based on the combination of clear questions and response options that were consistent with program documentation. A new item “incarcerated youth” was added to the response list for Question **87A**, and as such, the numbers reported are quite low. However, the original response options in this question yielded good results.

Final Single Site Reports

After **all** data were entered into the national database, **final** single-site reports were prepared for all 71 programs and were sent out to the HIV **PDs** and their DASH Project Officers. As noted earlier, some HIV **PDs** who had not provided earlier feedback received these final copies and found them to be erroneous. In October, November, and December, project staff received site reports from three programs. Although it was not possible to incorporate these late changes into the database, these three reports have been sent to DASH along with the other reports.

APPENDIX A

DATA ABSTRACTION FORM

(^{with} Database Changes)

ID number _ . _ . _

File year _ . _ . _

CAH NAME _____

DATA ABSTRACTION FORM
CDC SCHOOL-BASED HIV **PREVENTION** PROGRAMS

BASIC INFORMATION

1. a. In 1987-88, how many children were enrolled in public schools within this CAH's jurisdiction by grade or by school level if grades are not indicated.

GRADE

K _____
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____

CLUSTER

elementary school _____
middle/junior high _____
senior high _____

UNCLASSIFIED

elementary _____
secondary _____

- b. How many students were enrolled in private schools in the CAH's jurisdiction in 1987-88?

Total students: _____

2. In 1987-88, how many teachers (FTE) were there in the CAH's jurisdiction at each level?

elementary school	_____
middle/junior high	_____
senior high	_____
Total #	_____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK."

3. In 1987-88, how many administrators were there in the CAH's jurisdiction at each level?

elementary school	_____
middle/junior high	_____
senior high	_____
Total #	_____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK."

4. In 1987-88, how many nurses were there in the CAH's jurisdiction at each level?

elementary school	_____
middle/junior high	_____
senior high	_____
Total #	_____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK."

5. In 1987-88, how many other school staff members were there in the CAH's jurisdiction at each level? (e.g. janitors. support staff, food service, bus drivers)

elementary school	_____
middle/junior high	_____
senior high	_____
Total #	_____

IF INFORMATION IS UNAVAILABLE. PLEASE INDICATE THIS WITH "DK."

POLICY ISSUES ON HIV EDUCATION

6. IF THE CAH IS AN SEA,

a. In 1987-88, was there a state policy requiring HIV student education?

1. Yes
2. No, policy recommended HIV education
3. No, policy still under development
4. No policy and no policymaking activities
8. NA, CAH is an LEA
9. Information missing/not available
5. No, policy permitted HIV education

(additional item)

b. In 1987-88, what percentage of districts in the state had policies on HIV student education?

_____ %

c. In 1987-88, what percentage of districts in the CAH's jurisdiction implemented the state's policies on HIV education?

_____ %

7. IF THE CAH IS AN LEA,

a. In 1987-88, was there a district policy requiring HIV student education?

1. Yes (includes districts that use the state's policy)
2. No, policy recommended HIV education
3. No, policy still under development
4. No policy and no policymaking activities
8. NA, CAH is an SEA
9. Information missing/not available
5. No, policy permitted HIV education

(additional item)

b. In 1987-88, what percentage of schools in the CAH's jurisdiction had policies on HIV education?

_____ %

c. In 1987-88, what percentage of schools in the CAH's jurisdiction implemented the district's policies on HIV education?

_____ %

8. In 1987-88, how was the policy developed/enacted?

1. Legislative Order
2. Governor's Executive Act
3. School Board decision
4. Other (please specify) _____
8. NA, no policy
9. Information missing/not available

9. Briefly describe the CAH's policy on HIV education in 1987-88.

(additional
question) (91)

Coverage of all students is . . .

10. a. In 1987-88, did the CAH's policy on HIV education include ...

1. Public elementary school students
2. Public middle/junior high school students
3. Public high school students
4. Students attending State-approved private schools
5. Students attending unapproved private schools
6. Out of school youth
7. Special populations (e.g. incarcerated, handicapped, migrant, pregnant)
8. Other (please specify) _____
88. NA, no policy
99. Information missing/not available

1. Required
2. Recommended
3. Permitted
8. NA, No policy

b. In 1987-88, did the CAH's policy specifically exclude certain youth?

1. Yes
2. No

If Yes, please describe:

11. In 1987-88, did the CAH provide guidance to schools on the content of HIV education in any of the following areas?

	No	Yes
1. Required curriculum	0	1
2. Recommended curriculum	0	1
3. Required guidelines	0	1
4. Recommended guidelines	0	1
5. Mandated student competencies	0	1
6. Recommended student competencies	0	1

(Additional question)

- 92 In [year], a minimum amount of HIV education is : _____
12. In 1987-88, what was the minimum number of hours of HIV education that the CAH required by grade, by the end of several grades, or by cluster, if grades are not indicated. IF NO REQUIREMENTS OR NO INFORMATION, ENTER "0." 1. Required

2. Recommended

3. Permitted

4. NA, No policy

GRADE #

CLUSTER

K _____
 1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____
 9 _____
 10 _____
 11 _____
 12 _____

elementary school _____
 middle/junior high _____
 senior high _____

BY THE END OF SEVERAL GRADES

* Changes in coding (1) Required
 (2) Recommended
 (3) Permitted

(Additional question)

- 93 At least 10-15 hours of HIV education is : 1. Required
 2. Recommended
 3. Permitted
 4. NA, No policy

13. a. For the year 1987-88, please indicate which of the following the CAH requires in its policy of staff/teachers who teach HIV education.

1. Certification
2. Special training in ~~sex~~ health education
3. Special academic credentials
4. Other (please specify) _____
8. NA, no policy indicated
9. Information missing/not available

(Changes in coding)

(2) Recommended

(3) Permitted

(Additional item)

5. special training in sex education

- b. What types of staff/teachers were designated^{*} by the CAH to teach HIV education?

(* recommended)

1. Elementary classroom teachers
2. Physical education teachers
3. Health education teachers
4. School nurses
5. Family living teachers
6. Social studies/social concerns teachers
7. Science/biology teachers
8. Other teachers (please specify) _____
88. No policy indicated
99. Information missing/not available

(Changes in coding)

(2) Required

(3) Permitted

14. For the year 1987-88, did the CAH's HIV education policy require collaboration between the Education Department and any other government department or agency at the same level of jurisdiction?

(Additional items)

1. Yes
2. No
9. Information missing/not available

(3) Recommended

(4) Permitted

If Yes, what department(s)? _____

15. In 1987-88, did the CAH formulate policy to encourage^{*} collaboration with other agencies at the local level in conducting HIV education?

* (recommend)

1. Yes (Recommended)
1. No
9. Information missing/not available

(Additional items)

(3) Required

(4) Permitted

16. In 1987-88, what agencies participated in the development of the CAH's policy on HIV Education?

1. Department of Health
2. Department of Education
3. Parent, Teacher, or Student Associations
4. Organizations representing Minority Groups
5. Religious Organizations
6. Medical Societies
7. Universities
8. HIV/AIDS Organizations
9. Other (please specify) _____
88. No evidence of collaboration
99. Information missing/not available

17. If the CAH is an SEA, did the CAH's HIV education policy require the state to provide assistance to districts and/or schools in 1987-88?

1. Yes *(Additional items)*
2. No *(3) Recommended*
8. NA, CAI-I is an LEA *(4) Permitted*
9. Information missing/not available

18. If the CAH is an LEA, in 1987-88 did the CAH's HIV education policy require the city/county to provide assistance to schools?

1. Yes *(Additional items)*
2. No *(3) Recommended*
8. NA, CAH is an SEA *(4) Permitted*
9. Information missing/not available

19. For the year 1987-88, did the CAH report having a Comprehensive School Health Education (CSHE) curriculum?

1. Yes, required CSHE
2. Yes, recommended CSHE
3. No, CSHE curriculum still under development
4. No CSHE curriculum [SKIP TO Q22]

5. Yes, permitted CSHE

(Additional item)

20. For the year 1987-88, were any of the following topics included in the CAH's comprehensive school health education's framework/guidelines/curriculum?

	No	Yes
1. Injury prevention	0	1
2. Violence prevention	0	1
3. Suicide prevention	0	1
4. Tobacco use prevention	0	1
5. Alcohol & other drug use prevention	0	1
6. Pregnancy prevention	0	1
7. HIV prevention	0	1
8. Other sexually transmitted disease prevention	0	1
9. Nutrition and dietary behavior	0	1
10. Physical activity	0	1
11. Other _____	0	1
12. Other _____	0	1
13. Other _____	0	1
14. Other _____	0	1
15. Other _____	0	1
16. Other _____	0	1

(Changes in coding) : (2) Required ; (3) Recommended ; (4) Permitted

21. In 1987-88, did the CAH's policy recommend or require that the presentation of HIV education occur within the context of CSHE?

1. Yes, it was recommended
2. Yes, it was required
3. No, it was not recommended/required
8. NA, no HIV education policy
9. Information missing/not available

4. No, it was permitted

22. In 1987-88, for which of the following did the CAH report having policies?

	NO	Yes
1. Staff training	0	1
2. Persons infected with HIV	0	1
3. Handling body fluids	0	1
4. Special populations	0	1
5. Other (please specify) _____	0	1

(Changes in coding) : (2) Required
(3) Recommended
(4) Permitted

23. If the CAH is an SEA, what percent of districts had policies in 1987-88 on the following...?

1. _____% Staff training
2. _____% Persons infected with HIV
3. _____% Handling body fluids
4. _____% Special populations
5. _____% Other (please specify) _____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH A "DK"

24. In 1987-88, what percent of schools within jurisdiction of the CAH had policies in the following

1. _____% Staff training
2. _____% Persons infected with HIV
3. _____% Handling body fluids
4. _____% Special populations
5. _____% Other (please specify) _____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH A "DK"

25. a. Did the CAH report any cooperation from the following groups in implementing its policy on HIV education in 1987-88?

1. Local school administrators
2. District school administrators
3. Teachers
4. Parents
5. Students
6. Community leaders

(Additional items)
7. Nurses or Physicians
8. Community organizations

b. Describe any obstacles the CAH encountered during 1987-88 in gaining cooperation from any of the above-mentioned groups.

CURRICULUM DEVELOPMENT

26. a. In 1987-88, did the CAH report conducting a needs assessment in the development or selection of the curriculum/guidelines/framework/competencies?
1. Yes
 2. No needs assessment conducted
 3. NA, no curriculum/guidelines/framework/competencies
- b. If Yes, what types of activities did the CAH include in its needs assessment?
1. Focus groups
 2. Interviews with participants (teachers/nurses/administrators)
 3. Interviews with key informants (PTA members, school administrators, parents, students)
 4. KAB surveys
 5. Data collection on practices and policies
 6. Other (please specify) _____
27. If the CAH is an SEA, did districts under the CAH's jurisdiction report conducting a needs assessment before implementing the curriculum/guidelines/framework/competencies in 1987-88?
1. Yes
 2. No needs assessment conducted
 3. No curriculum/guidelines/framework/competencies
 8. NA, CAH is not an SEA (is an LEA)
 9. Information missing/not available
28. Who participated in the development of the curriculum/ guidelines/framework? Please provide their position(s) and/or status within the school system or community'?
1. Teachers
 2. Parents
 3. Administrators
 4. Students
 5. School nurses
 6. University representatives
 7. Physicians
 8. Other health care providers
 9. Department of Education
 10. Department of Public Health
 11. Religious organizations
 12. Special groups
 13. Local HIV/AIDS organizations
 14. Minority organizations
 15. Other (please specify) _____

29. Did the CAH report using a broad range of individuals in the development/selection of its HIV curriculum/guidelines/framework?

1. Yes
2. No
8. NA, no curriculum/guidelines/framework
9. Information missing/not available

30. What type of mechanism did the CAH report using to develop/select its HIV education curriculum?

1. Task force (specially appointed)
2. Committee (ad hoc)
3. Special consultants (university professors)
4. Others (please specify) _____

31. In 1987-88, what specific curriculum/guidelines/framework/competencies for HIV education did the CAH recommend or mandate?

32. What specific curriculum/guidelines/framework/competencies for HIV education were used within the jurisdiction of the CAH in 1987-88?

33. In 1987-88, did the CAH report that any of the following were ever integrated into HIV education? MARK ALL THAT APPLY

No Yes

- | | | |
|---|---|---|
| 1. Peer education program | 0 | |
| 2. Parent training and/or participation | 0 | |
| 3. Presentations by People living with AIDS | 0 | |
| 4. Presentations by community organizations | 0 | |
| 5. Other (please specify) _____ | 0 | |
| 6. Theater Presentations | 0 | 1 |

(Additional item)

34. In 1987-88, did the CAH report that any of the following were routinely integrated into HIV education? MARK ALL THAT APPLY

No Yes

- | | | | |
|----|--|---|---|
| 1. | Peer education program | 0 | 1 |
| 2. | Parent training and/or participation | 0 | 1 |
| 3. | Presentations by People living with AIDS | 0 | 1 |
| 4. | Presentations by community organizations | 0 | 1 |
| 5. | Other (please specify) _____ | 0 | 1 |
| 6. | Theater presentations | 0 | 1 |

(Additional item)

35. In 1987-88, did the CAH report conducting any type of pretest/pilot test prior to implementing or disseminating the recommended or mandated curriculum?

1. Yes
2. No [SKIP TO Q37]
8. NA, no curriculum [SKIP TO Q39]

36. In 1987-88, did the CAH report revising the recommended or mandated curriculum based on the pilot or pretest?

1. Yes
2. No
8. NA, no curriculum

37. In 1987-88, did the CAH report revising the recommended or mandated curriculum/guidelines/framework within the past 2 years?

1. Yes
2. No
8. NA, no curriculum/guidelines/framework

38. In 1987-88, did the CAH report including the following internal characteristics in its recommended or required HIV curriculum? PLEASE NOTE THE DEGREE TO WHICH THE CAH STRESSED THE IMPORTANCE OF EACH CHARACTERISTIC.

	Not Included	Included but not stressed	Substantial efforts made to incorporate
--	-----------------	---------------------------------	--

- | | | | | |
|----|-------------------------------------|---|---|---|
| 1. | Practice and skills building | 0 | 1 | 3 |
| 2. | Functional knowledge | 0 | 1 | 2 |
| 3. | Vulnerability perceptions | 0 | 1 | 2 |
| 4. | HIV-related attitudes | 0 | 1 | 2 |
| 5. | Abstinence | 0 | 1 | 2 |
| 6. | Correct + consistent use of condoms | 0 | 1 | 2 |

(Additional items)

39. How many students in the CAH's jurisdiction were reported to have received HIV education in 1987-88?

GRADE

K

1

2

3

4

5

6

7

8

9

10

11

12

CLUSTER

elementary school

middle/junior high

senior high

TEACHER/STAFF DEVELOPMENT

40. In 1987-88, did the CAH report that it provided teacher/staff training?

1. Yes
2. No [SKIP TO QUESTION 50]

41. In 1987-88, did the CAH report that teacher/staff training was typically preceded by a needs assessment?

1. Yes
2. No

If Yes, what types of activities did the CAH include in its needs assessment?

1. Focus groups
2. Interviews with participants (teachers/nurses/administrators)
3. Interviews with key informants (PTA members, school administrators, parents, students)
4. KAB surveys
5. Data collection on practices and policies
6. Other (please specify) _____

42. Did the CAH report including any of the following internal characteristics in its staff development program? PLEASE NOTE THE DEGREE TO WHICH THE CAH STRESSED THE IMPORTANCE OF EACH CHARACTERISTIC.

	Not Included	Included but not stressed	Substan- tial efforts made to incorporate
1. Practice and skills building	0	1	2
2. Attitudes toward People with AIDS or HIV	0	1	2
3. Comfort with sensitive topics	0	1	2
4. Factual knowledge about HIV and AIDS	0	1	2
5. Knowledge about HIV policy	0	1	2
6. Perception of vulnerability to HIV infection	0	1	2

43. For the year 1987-88, did the CAH report that teacher/staff training was pretested/pilot tested prior to implementation?

1. Yes
2. No

44. For the year 1987-88, did the CAH report that teacher/staff training had been revised within the last 2 years?

1. Yes
2. No

45. During 1987-88, on average, how many hours of teacher/staff training were provided to the following groups?

1. _____ Teachers
2. _____ Administrators
3. _____ Nurses
4. _____ Otherschool staff (e.g. janitors, support staff, food service, bus drivers)

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK"

(Additional Question)

94

The majority of training for teachers was provided in the following duration:

46. Briefly describe the format in which teacher/staff training was delivered. Include the length of the workshop and other topics presented in conjunction with HIV education.

0 for no } 1. 3-day training
 # 1 for yes } 2. 2-day training
 3. 1-day training
 4. 1/2-day training
 (or less)

47. In 1987-88, within the CAH's jurisdiction, how many teachers were provided training through the CAH (by grade or by cluster)?

GRADE

K _____
 1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____
 9 _____
 10 _____
 11 _____
 12 _____

CLUSTER

elementary school _____
 middle/junior high _____
 senior high _____

Total Teachers Trained:

48. In 1987-88, did the CAH report providing training to administrators?

- 1. Yes
- 2. No

If Yes, please indicate the total number of administrators trained: _____

49. In 1987-88, did the CAH report providing training to school nurses?

- 1. Yes
- 2. No

If Yes, please indicate the total number of school nurses trained: _____

50. In 1987-88, did the CAH report providing training to other school staff?

- 1. Yes
- 2. No

If Yes, please indicate the total number of other school staff trained: _____

51. In 1987-88, within the CAH's jurisdiction, how many teachers taught HIV education (by grade or by cluster)

GRADE

K	_____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____

CLUSTER

elementary school	_____
middle/junior high	_____
senior high	_____

Total # of teachers who taught HIV:

52. Approximately what percent of teachers trained taught HIV education in 1987-88?

_____ %

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK"

COMPREHENSIVE SCHOOL HEALTH INFRASTRUCTURE

53. Within the CAH's jurisdiction, during 1987-88 were any of the following areas of comprehensive school health education included as part of the same organizational unit as HIV within the CAH'S Department of Education?
1. Injury prevention
 2. Violence prevention
 3. Tobacco use prevention
 4. Alcohol and other drug use prevention
 5. Pregnancy prevention
 6. Other STD prevention
 7. Nutrition and dietary behavior
 8. Physical activity
 9. Mental and emotional health

NOTE: SEE CHART FROM DASH

54. For year 1987-88, describe how comprehensive school health education fits into the CAH's Department of Education and, if possible, include the following: A description of the larger unit that includes CSHE and a description of other units that are parallel. USE CAH ORGANIZATIONAL CHART, IF PROVIDED

PROGRAM EVALUATION

55. Was an evaluation report included in the files for 1987-88?

1. Yes
2. No

56. Did the CAH report including the following internal characteristics in its evaluation?
PLEASE NOTE THE DEGREE TO WHICH THE CAH STRESSED THE IMPORTANCE OF EACH ITEM

	Not Included	Included but not stressed	Substan- tial efforts made to incorporate
1. Multiple methods	0	1	2
2. Complete and comprehensive evaluation plan	0	1	2
3. Usefulness of evaluation	0	1	2

57. For the year 1987/438, did the CAH report conducting an evaluation of its HIV education policy?

1. Yes
2. No
8. NA, no policy

IF YES, did the CAH report whether the evaluation of its HIV education policy included any of the following?

	No	Yes
a. Assessment of whether local/district policy corresponds to state policy	0	1
b. Assessment of whether HIV education is being implemented according to policy	0	1
c. Assessment of how well known policy is among community members	0	1

58. For the year 1987-88, did the CAH report conducting an evaluation of its HIV/AIDS curriculum?

1. Yes
2. No
8. NA, no curriculum

IF YES, did the CAH report whether the evaluation of its HIV/AIDS curriculum included any the of the following?

	No	Yes
a. Assessment of whether HIV curriculum corresponds with policy standards and/or actual policy	0	1
b. Assessment of whether HIV curriculum is being implemented consistently	0	1
c. Assessment in the delivery of the HIV curriculum	0	1

59. For the year 1987-88, did the CAH report conducting an evaluation on its staff development component?

1. Yes
2. No
8. NA, no staff development

IF YES, did the CAH report whether the evaluation of its staff component development included an assessment of any the of the following?

	No	Yes
a. Consistency with policy and curriculum	0	1
b. Implemented according to design	0	1
c. Measurement of participant satisfaction	0	1
d. Measurement of Knowledge, Attitudes, Skill increase (in proportion training)	0	1
e. Other (please specify) _____	0	1

60. For the year 1987-88, did the CAH report conducting an evaluation on student outcomes?

1. Yes
2. No
3. NA, no student outcomes

If Yes, did the CAH report conducting an assessment of whether student KAP or KAB results were used to refine curriculum or staff development?

1. Yes
2. No
8. NA, no KAP/KAB/no curriculum/no staff development

61. For the year 1987-88, did the CAH report conducting an evaluation of its collaboration activities?

1. Yes
2. No
8. NA, no collaboration activities

(additional question) 95. For the [year], did the CAH report conducting an evaluation of its pilot program? Did the CAH report using any of the following qualitative methods of data collection in its evaluation? PLEASE CHECK THE APPROPRIATE BOX BASED ON INFORMATION PROVIDED REGARDING RESPONDENTS AND METHOD OF DATA COLLECTION

Respondents	Focus Groups	Case Studies	Interviews	Observation & Survey	Other:
1. Students					
2. Teachers					
3. Administrators					
4. Nurses					
5. Parents					
6. Schools					
7. Districts					
8. Other: _____					

1. yes
2. No
8. NA, No Pilot program

63. Did the **CAH** report using its evaluation results from 1987-88 to improve any of the following areas?

	No	Yes
a.		
b. HIV Curriculum education policy	00	1
c.		
d. Surveillance Staff development	00	1
e. Evaluation Collaboration with other agencies	00	11

64. Did the CAH report requesting/receiving any technical assistance in its program evaluation in 1987-88?

1. Yes
2. **No**

If Yes, please describe the TA requested/received.

65. Did the CAH report any use of CDC's Handbook for Evaluating HIV Education? (Does not apply in years 1987-91).

1. Yes
2. No
8. NA

If Yes, what examples did the CAH report on how the Handbook was used?

SURVEILLANCE

66. Which of the following surveys did the CAH report conducting in 1987-88?

1. YRBS
2. HIV Survey
3. School Building Survey
8. NA, no survey conducted [SKIP TO QUESTION 71]

67. Was 1987-88 survey data weightable?

	No	Yes
1. YRBS	0	1
2. HIV Survey:	0	1
3. School Building Survey:	0	1

68. If the CAH conducted the HIV/YRBS Survey in 1987-88, what response rates were reported for schools and students?

1. _____ Schools
2. _____ Students
8. NA, No survey conducted

(Additional question) (96) If the CAH conducted the School Building Survey in [year], what response rates were reported for schools?

69. Were any questions or sets of questions omitted by the CAH from the 1987-88 HIV/YRBS Survey administration?

1. Yes
2. No

If Yes, in what areas?

- a. Injury
- b. Sex
- c. Drugs
- d. Tobacco
- e. Nutrition
- f. Physical activity

70. Please describe any ways that the HIV/YRBS Survey data were used to enhance HIV education and/or other health related areas in 1987-88.

(Additional question) (97) Was the School Building Survey data used in any way to enhance HIV education and/or health-related areas in [year]?

1 = (Yes)
0 = (No)

COLLABORATION WITH OTHER AGENCIES

71. Did the CAH report collaborating with other agencies in developing/delivering HIV prevention and education activities in 1987-88?

1. Yes
2. No [SKIP TO Q74]

72. With which of the following agencies did the CAH collaborate in 1987-88?

1. Department of Health
2. Department of Education
3. Parent, Teacher, or Student Associations
4. Organizations representing Minority Groups
5. Religious Organizations
6. Medical Societies
7. Other (please specify) _____

73. How did this collaboration occur in 1987-88?

a. Methods of collaboration included...

1. Requesting and distributing materials
2. Phone consultation
3. Inviting speakers
4. Conducting training
5. Developing a Task force
6. Developing a Special Committee
7. Other (please specify) _____
9. Information missing/ not available

b. On the average, how often did representatives from these agencies meet with CAH HIV staff?

1. Annually
2. Quarterly
3. Monthly
4. Weekly
5. Other (please specify) _____
9. Information missing/not available

74. During 1987-88, did the CAH report collaborating in any way with any national organizations involved in HIV prevention?

1. Yes
2. No [SKIP TO Q77]

75. With which of the following agencies did the CAH report collaborating in 1987-88?

1. Association for the Advancement of Health Education
2. American College Health Association
3. American Association of School Administrators
4. American Federation of Teachers
5. National School Boards Association
6. National Rural and Small Schools Consortium
7. Council of Chief State School Officers
8. National School Health Education Consortium
9. National Association for Equal Opportunity in Higher Education
10. National Organization of Black County Officials
11. Center for Population Studies
12. Education, Training, and Research Associates
13. National Parent Teacher Association
14. National Network-for Youth and Runaway Services
15. National Center for Health Education
16. National Coalition of Hispanic Health and Human Service Organizations
17. National Coalition of Advocates for Students
18. National Commission on Correctional Health
19. American Medical Association
20. National Education Association
21. Other (please specify) _____

76. How did collaboration occur in 1987-88?

a. Methods of collaboration included...

1. Requesting and distributing materials
2. Phone consultation
3. Inviting speakers
4. Conducting training
5. Other (please specify) _____
9. Information missing/not available

(additional items)

6. Developing a task force

7. Developing a special committee

b. Specific issues of collaboration included....

1. Policy development
2. Policy implementation
3. Curriculum development
4. Curriculum implementation
5. Teacher/Staff training
6. Surveillance/data collection
7. Program evaluation
8. Student outcomes
9. Other (please specify) _____
99. Information missing/not available

77. During 1987-88, did the CAH report collaborating in any way with any other CAH's involved in HIV prevention programs?

1. Yes
2. No [SKIP TO Q79]

78. How did collaboration occur in 1987-88? Methods of collaboration included...

1. Requesting and distributing materials
2. Phone consultation
3. Inviting speakers
4. Conducting training
5. Other (please specify) _____
9. Information missing/not available

(additional items)
6. Developing a task force
7. Developing a Special Committee.

79. Was a list of the members of the Materials Review Committee included in the application (reapplication) for 1987-88?

1. Yes
2. No [SKIP TO Q81]

80. What categories of members were included in the Materials Review Committee for 1987-88?

1. Representatives from School Boards
2. Parents
3. Teachers
4. Students
5. School Administrators
6. Representatives from Minority Groups
7. Other (please specify) _____

81. If any decisions were made that the CAH would develop or purchase HIV-related materials, is there evidence that the Materials Review Committee approved of these decisions during 1987-88?

1. Yes
2. No

USE OF MAJOR DATABASES

82. In 1987-88, did the CAH report directly contributing in any way to CDC's AIDS School Health Education Database this year?

- 1. Yes
- 2. No**

83. In 1987-88, did the CAH report contributing specific information about its own program to CDC's AIDS School Health Education Database?

- 1. Yes
- 1. No**

84. Was the CAH enrolled in Comprehensive Health Education Network (CHEN) in 1987-88?

- 1. Yes
- 1. No**
- 8. NA**

85. Did the CAH use the CHEN in 1987-88?

- 1. Yes
- 2. no**
- 8. NA**

SUPPORT TO LOCAL SCHOOLS

86. In 1987-88, did the CAH report assisting schools/districts to identify areas in which they need help?

1. Yes
2. No [SKIP TO Q88]

IF YES:

a. How did the CAH assist schools/districts to determine the adequacy of their local HIV education efforts?

1. Technical assistance
2. Evaluation support
3. Survey and data collection assistance
4. Analysis
5. Other (please specify) _____
8. NA, no assistance provided
9. Information missing/ not available

b. How did the CAH assist schools/districts to incorporate HIV education into comprehensive school health instruction?

1. Financial
2. Curriculum development
3. 'Special programs/presentations/speakers
4. Teacher training
5. Cultural curriculum adaptation
6. Other (please specify) _____
8. NA. no assistance provided
9. Information missing/not available

c. Which of the following did the CAH- help schools/districts establish?

1. Local policies
2. Guidelines
3. Advisory committees
4. Standards for HIV education
5. Other (please specify) _____
8. NA. no assistance provided
9. Information missing/not available

- d. For those circled above, please describe specific ways that the CAH provided assistance in 1987-88.

87. In 1987-88, did the CAH report assisting local school districts/schools in providing HIV education to youth in high risk situations/students with special needs?

1. Yes
2. No

If Yes:

- a. To which of the following populations was assistance provided.?

1. Youth in high risk situations
2. Youth in alternative schools
3. Minority youth
4. Youth with special education needs
5. Out of school youth
6. *Incarcerated youth*

(additional item)

- b. Please describe the kinds of assistance provided

ANECDOTAL INFORMATION

88. Are there any unique or particularly interesting features of the **CAH's** HIV prevention program in 1987-88 that others might be interested in hearing about? Please describe.

89. Were there any success stories told about the effectiveness of the CAH's HIV education program in 1987-88, that might be shared with others? Please describe.

90. Were there indications of progress made by the CAH in 1987-88 that were not captured in this instrument? Please describe.

APPENDIX B

ATTACHMENT TO DATA ABSTRACTION FORM

ID number

File year

CAH NAME _____

ATTACHMENT TO DATA ABSTRACTION FOR CDC SCHOOL-BASED HIV PREVENTION PROGRAMS

PROGRAM EVALUATION

57. **Replacement questions on policy evaluation.** If the CAH did conduct an evaluation of its HIV education policy, did the **evaluation** include any of the following?

	No	Yes
d. The policymaking process	0	1
e. The content of the policy	0	1
f. The extent to which the policy has been disseminated	0	1
g. The extent to which training regarding the policy has been provided or received	0	1
h. The extent to which the policy is being utilized	0	1

58. **Replacement questions on curriculum evaluation.** If the CAH did conduct an evaluation of its HIV/AIDS curriculum, did the evaluation include any of the following?

	No	Yes
d. The curriculum development process	0	1
e. The extent to which the curriculum is consistent with relevant policies	0	1
f. The content of the curriculum	0	1
g. The extent to which the curriculum is implemented	0	1
h. The extent to which the curriculum is implemented as intended	0	1
i. The extent to which the curriculum has the desired impact on students	0	1

59. **Replacement questions on staff deveiopment evaiuation.** If the CXH did conduct an evaluation of its staff development component. did the evaluation include any of the following?

	No	Yes
d. The process of deveioping the staff development efforts.. .	0	1
e. Attitudes toward people with HIV/AIDS	0	1
f. Instructional confidence	0	1
g. Knowledge of HIV/AIDS	0	1
h. The content of the staff development effort	0	1
i. Participant satisfaction	0	1
j. Participant skills	0	1
k. Comfort with sensitive topics	0	1

APPENDIX C

CODING AND DATA ENTRY MANUAL

CODING AND DATA ENTRY MANUAL FOR SPSS DATA ENTRY
FOR
CDC SCHOOL-BASED HIV PREVENTION PROGRAM

OCTOBER 1993

GENERAL INSTRUCTIONS

You must hit the **<Enter>** key to advance to the next field.

< > means hit the key marked with the name between the brackets.

When you are entering data, the field will be highlighted, and the cursor will appear in the lower left hand corner of the highlighted area. When you want to move back and forth between fields/variables you must hit **<Escape>** first. This will cause the cursor to disappear from the lower left hand corner of the highlighted area and you are free to move around.

While retrieving files the message "Reading Directory" will appear at the bottom left of the of the screen. This process takes a few minutes but the message will disappear when the process is complete.

DATA ENTRY INSTRUCTIONS

To Load Files

- <F2> - To access data menu
- <F2> - To "Get File"
- <Enter> - To access an SPSS/PC data file
- CAH1.sys - Enter file name "CAH1.sys" to retrieve part one of data abstraction form
- CAH2.sys - Enter file name "CAH1.sys" to retrieve part two of data abstraction form
- <Space bar> - To clean menu from screen
- <Shift-F5> - Press both keys together to bring up data entry screen
- <Space bar> - To clean menu from screen

To Save Files

- <Shift-F2> - To access data menu
- <F3> - To save file
- SPSS/PC - Move cursor to SPSS/PC, hit enter key
- <Enter> - To confirm displayed file name
- <Enter> - For compressed file
- <Shift-F10> - to exit SPSSPC/DE

Moving Around

- → - Moves cursor to the next variable.
- ← - Moves cursor back to the previous variable.
- ↓ - Moves cursor to the same variable in the next case.
- ↑ - Moves cursor to the same variable in the previous case.

Adding Cases

At the end of the first case, SPSS may ask you to press <F6> to add cases. To turn add cases on:

- <ESC> - press escape to exit data entry mode for current variable.
- <F6> - to turn add cases on.
- <Enter> - to move to the beginning of the next record.

CAHNAME _____

USE CAH1.SYS FOR DATA ENTRY OF PART 1

ID number - - - - -

Enter the name of the CAR. This field will take up to 30 letters.

CAH Number - -

The identification number is a 6 digit number which consists of:

first 2 characters of year: a7

abstractor id number : 01

SEA/LEA number

SEAs 1-51

LEAs 52-79 : 51

DATA ABSTRACTION FORM
CDC SCHOOL-BASED HIV PREVENTION PROGRAMS

SEA/LEA CAH number is repeated here.

BASIC INFORMATION

1. a. In 1991-92, how many children were enrolled in public schools within this CAH's jurisdiction by grade or by school level if grades are not indicated.

Any number from 0 to 100,000 can be entered. If this information is missing please enter 9's.

GRADE

K	_____	CLUSTER	
1	_____	elementary school	_____
2	_____	middle/junior high	_____
3	_____	senior high	_____
4	_____		
5	_____	UNCLASSIFIED	
6	_____	elementary	_____
7	_____	secondary	_____
a	_____		
9	_____		
10	_____		
11	_____		
12	_____		

If all the grade, cluster, and unclassified entries are missing enter 9 in the Missing indicator box.

b. How many students were enrolled in private schools in the CAH's jurisdiction in 1991-92?

Any number from 0 to 100,000 can be entered. If this information is missing please enter 9's instead of "DK"

Total students: _____

2. In 1991-92, how many teachers (FTE) were there in the CAH's jurisdiction at each level?

elementary school _____
middle/junior high _____
senior high _____
Total # _____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK."

3. In 1991-92, how many administrators were there in the CAH's jurisdiction at each level?

elementary school _____
middle/junior high _____
senior high _____
Total # _____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK."

4. In 1991-92, how many nurses were there in the CAH's jurisdiction at each level?

elementary school _____
middle/junior high _____
senior high _____
Total # _____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK."

5. In 1991-92, how many other school staff members were there in the CAH's jurisdiction at each level? (e.g. janitors, support staff, food service, bus drivers)

elementary school _____
middle/junior high _____
senior high _____
Total # _____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK."

POLICY ISSUES ON HIV EDUCATION

6. IF THE CAH IS AN SEA,

Enter 1 through 4, 8 or 9.

a. In 1991-92, was there a state policy requiring HIV student education?

Note: skip occurs automatically.

1. Yes
2. No, policy recommended HIV education
3. No, policy still under development
4. No policy and no policymaking activities
8. NA, CAH is an LEA
9. Information missing/not available

b. In 1991-92, what percentage of districts in the state had policies on HIV student education?

Three digit entries.

_____ %

c. In 1991-92, what percentage of districts in the CAH's jurisdiction implemented the state's policies on HIV education?

_____ %

Any number from 0 to 100,000 can be entered. If this information is missing please enter 9's instead of "DK"

7. IF THE CAH IS AN LEA,
- a. In **1991-92**, was there a district policy requiring HIV student education?
1. Yes (includes districts that use the state's policy)
 2. No, policy recommended HIV education
 3. No, policy still under development
 4. No policy and no policymaking activities
- a. NA, CAH is an SEA
9. Information missing/not available
- b. In 1991-92, what percentage of schools in the **CAH's** jurisdiction had policies on HIV education?
- _____ %
- c. In 1991-92, what percentage of schools in the **CAH's** jurisdiction implemented the district's policies on HIV education?
- _____ %

8. In 1991-92, how was the policy developed/enacted?

1. Legislative Order
2. Governor's Executive Act
3. School Board decision
4. Other (please specify) _____
8. NA, no policy
9. Information missing/not available

Enter 1 through 4, 8 or 9.

If 1 & 2 are circled enter 5

If 1 & 3 are circled enter 6

if 1 & 2 & 3 are circled enter 7

If 4 is selected the enter specification.

9. Briefly describe the CAH's policy on HIV education in 1991-92.

Enter 1, for Yes a description of CAB policy is provided, **or 0 for No** description provided.

10. a. In 1991-92, did the CAH's policy on HIV education include . . .

1. Public elementary school students
2. Public middle/junior high school students
3. Public high school students
4. Students attending State-approved private schools
5. Students attending unapproved private schools

If 99 is circled enter 9 for the first entry.

If 88 is circled enter 8 for the first entry.

Otherwise, **enter 1** (Yes) for each number circled, **and 0** (No) for those not circled

- 6. Out of school youth
- 7. Special populations (e.g. incarcerated, handicapped, migrant, pregnant)
- 8. Other (please specify) _____
- 88. NA, no policy
- 99. Information missing/not available

If there is no "Other" enter 9.

- b. In 1991-92, did the CAH's policy specifically exclude certain youth?

- 1. Yes
- 2. No

If Yes, please describe:

11. In 1991-92, did the CAH provide guidance to schools on the content of HIV education in any of the following areas?

	No	Yes
1. Required curriculum	0	1
2. Recommended curriculum	0	1
3. Required guidelines	0	1
4. Recommended guidelines	0	1
5. Mandated student competencies	0	1
6. Recommended student competencies	0	1

12. In 1991-92, what was the minimum number of hours of HIV education that the CAH required by grade, by the end of several grades, or by cluster, if grades are not indicated. IF NO REQUIREMENTS OR NO INFORMATION, ENTER "0."

GRADE	CLUSTER
K	elementary school
1	_____
2	middle/junior high _____
3	senior high _____
4	_____
5	_____
6	_____
7	BY THE END OF SEVERAL GRADES
8	_____
9	_____
10	_____
11	_____
12	_____

If all the grade, cluster information is missing **enter 9 in the Missing indicator box.**

13. a. For the year 1991-92, please indicate which of the following the CAH requires in its policy of staff/teachers who teach HIV education.

1. Certification
2. Special training in sex/health education
3. Special academic credentials
4. Other (please specify) _____
8. NA, no policy indicated
9. Information missing/not available

If there is no "Other" enter 9.

- b. What types of staff/teachers were designated by the CAH to teach HIV education?

If 99 is circled enter 9 for the first entry.

1. Elementary classroom teachers
2. Physical education teachers
3. Health education teachers
4. School nurses
5. Family living teachers
6. Social studies/social concerns teachers
7. Science/biology teachers
8. Other teachers (please specify) _____
88. No policy indicated
99. Information missing/not available

If 88 is circled enter 8 for the first entry.

Otherwise, **enter 1 (Yes)** for each number circled, and **0 (No)** for those not circled

If there is no "Other" enter 9.

14. For the year 1991-92, did the CAH's HIV education policy require collaboration between the Education Department and any other government department or agency at the same level of jurisdiction?

1. Yes
2. No
9. Information missing/not available

If Yes, what department(s)? _____

15. In 1991-92, did the CAH formulate policy to encourage collaboration with other agencies at the local level in conducting HIV education?

- 1. Yes
- 2. No
- 9. Information missing/not available

16. In 1991-92, what agencies participated in the development of the CAH's policy on HIV Education?

- 1. Department of Health
- 2. Department of Education
- 3. Parent, Teacher, or Student Associations
- 4. Organizations representing Minority Groups
- 5. Religious Organizations
- 6. Medical Societies
- 7. Universities
- 8. HIV/AIDS Organizations
- 9. Other (please specify) _____
- 88. No evidence of collaboration
- 99. Information missing/not available

If 99 is circled enter 9 for the first entry.

If 88 is circled enter 8 for the first entry.

Otherwise, enter 1 (Yes) for each number circled, **and** 0 (**No**) for those not circled

If there is no "Other" enter 9.

17. If the CAH is an SEA, did the CAH's HIV education policy require the state to provide assistance to districts and/or schools in 1991-92?

- 1. **Yes**
- 2. No
- 8. NA, CAH is an LEA
- 9. Information missing/not available

18. If the CAH is an LEA, in 1991-92 did the CAH's HIV education policy require the city/county to provide assistance to schools?

- 1. **Yes**
- 2. No

8. NA, CAH is an SEA
9. Information missing/not available
19. For the year 1991-92, did the CAH report having a Comprehensive School Health Education (CSHE) curriculum?
 1. Yes, required CSHE
 2. Yes, recommended CSHE
 3. No, CSHE curriculum still under development
 4. No CSHE curriculum [SKIP TO Q22]

Enter as circled.

20. For the year 1991-92, were any of the following topics were included in the CAH's comprehensive school health education's framework/guidelines/curriculum?

	No	Yes
1. Injury prevention	0	1
2. Violence prevention	0	1
3. Suicide prevention	0	1
4. Tobacco use prevention	0	1
5. AOD use prevention	0	1
6. Pregnancy prevention	0	1
7. HIV prevention	0	1
8. Other STD prevention	0	1
9. Nutrition and dietary behavior	0	1
10. Physical activity	0	1
11. Other _____	0	1
12. Other _____	0	1
13. Other _____	0	1
14. Other _____	0	1
15. Other _____	0	1
16. Other _____	0	1

Enter 9 for first other response that is blank to exit question.

21. In 1991-92, did the CAH's policy recommend or require that the presentation of HIV education occur within the context of CSHE? Enter **as** circled

1. **Yes**, it was recommended
2. Yes, it was required
3. **No**, it was not recommended/req
8. NA, no HIV education policy
9. Information missing/not avail

22. In 1991-92, for which of the following did the CAH report having policies? Enter as circled

- | | No | Yes |
|---------------------------------|----|-----|
| 1. Staff training | 0 | 1 |
| 2. Persons infected with HIV | 0 | 1 |
| 3. Handling body fluids | 0 | 1 |
| 4. Special populations | 0 | 1 |
| 5. Other (please specify) _____ | 0 | 1 |

If there is no "Other" enter 9.

23. If the CAH is an SEA, what percent of districts had policies in 1991-92 on the following...? Enter three digit percentage, **if information is unavailable enter 999**

1. _____% Staff training
2. _____% Persons infected with HIV
3. _____% Handling body fluids
4. _____% Special populations
5. _____% Other (please specify) _____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH A "DK"

24. In 1991-92, what percent of schools within jurisdiction of the CAH had policies in the following

Enter three digit percentage, if no information is available enter 999.

1. _____ % Staff training
2. _____ % Persons infected with HIV
3. _____ % Handling body fluids
4. _____ % Special populations
5. _____ % Other (please specify) _____

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH A "DK"

25. a. Did the CAH report any cooperation from the following groups in implementing its policy on HIV education in 1991-92?

Enter 1 (Yes) for each group that is circled, 0 (No) for those that are not circled.

1. Local school administrators
2. District school administrators
3. Teachers
4. Parents
5. Students
6. Community leaders

b. Describe any obstacles the CAH encountered during 1991-92 in gaining cooperation from any of the above-mentioned groups.

If there is a description available, enter 1 (Yes), if none is present enter 0 (No).

CURRICULUM DEVELOPMENT

26. a. In 1991-92, did the CAH report conducting a needs assessment in the development or selection of the curriculum/guidelines/framework/competencies?

If 3 is circled, enter 8.

1. Yes
2. No needs assessment conducted
3. NA, no curriculum/guidelines/framework

b. If Yes, what types of activities did the CAH include in its needs assessment?

Enter 1 (Yes) for those activities that are circled, 0 (No) for those not circled.

1. Focus Groups
2. Interviews with participants
3. Interviews with key informants (PTA)
4. KAB surveys
5. Data collection on practices and policies
6. Other (please specify) _____

If there is no "Other" enter 9.

27. If -the CAH is an SEA, did districts under the CAH's jurisdiction report conducting a needs assessment before implementing the curriculum/guidelines/framework/ competencies in 1991-92?

Enter as circled.

1. Yes
2. No needs assessment conducted
3. No curriculum/guidelines/framework/competencies
8. NA, CAH is not an SEA
9. Information missing/not available

28. Who participated in the development of the curriculum/ guidelines/framework? Please provide their position(s) and/or status within the school system or community?

1. Teachers
2. Parents
3. Administrators
4. Students
5. School nurses
6. University representatives
7. Physicians
8. Other health care providers
9. Department of Education
10. Department of Public Health
11. Religious organizations
12. Special groups
13. Local HIV/AIDS organizations
14. Minority organizations
15. Other (please specify) _____

Enter 1 (Yes) for those activities that are circled, 0 (**No**) for those not circled.

If there is no "Other" enter 9.

29. Did the CAH report using a broad range of individuals in the development/selection of its HIV curriculum/guidelines/framework?

1. Yes
2. No
8. NA, no curriculum/guidelines/framework
9. Information missing/not available

30. What type of mechanism did the CAH report using to develop/select its HIV education curriculum?

1. Task force (specially appointed)
2. Committee (ad hoc)
3. Special consultants (university professors)
- 4 . Others (please specify) _____

If there is no "Other" enter 9.

31. In 1991-92, what specific

curriculum/guidelines/framework/competencies for
HIV education did the CAH recommend or mandate?

32. What specific curriculum/guidelines/
framework/competencies for HIV education were
used within the jurisdiction of the CAH in
1991-92?

33. In 1991-92, did the CAH report that any of the
following were ever integrated into HIV
education? MARK ALL THAT APPLY

	No	Yes
1. Peer education program	0	1
2. Parent training and/or participation	0	1
3. Presentations by People living with AIDS	0	1
4. Presentations by community organizations	0	1
5. Other (please specify) _____	0	1

Enter as circled.

If there is no "Other" enter 9.

34. In 1991-92, did the CAH report that any of the
following were routinely integrated into HIV
education? MARK ALL THAT APPLY

	No	Yes
1. Peer education program	0	1
2. Parent training and/or participation	0	1
3. Presentations by People living with AIDS	0	1
4. Presentations by community organizations	0	1
5. Other (please specify) _____	0	1

If there is no "Other" enter 9.

Enter 1 (Yes) if a recommendation is described, 0 (No)
if none is described.

35. In 1991-92, did the CAH report conducting any type of pretest/pilot test prior to implementing or disseminating the recommended or mandated curriculum?

- 1. Yes
- 2. No [SKIP TO Q371]
- 8. NA, no curriculum [SKIP TO Q39]

36. In 1991-92, did the CAH report revising the recommended or mandated curriculum based on the pilot or pretest?

- 1. Yes
- 2. No
- 8. NA, no curriculum

37. In 1991-92, did the CAH report revising the recommended or mandated curriculum/guidelines/framework within the past 2 years?

- 1. Yes
- 2. No
- 8. NA, no curriculum/guidelines/framework

38. In 1991-92, did the CAH report including the following internal characteristics in its recommended or required HIV curriculum? PLEASE NOTE THE DEGREE TO WHICH THE CAH STRESSED THE IMPORTANCE OF EACH CHARACTERISTIC.

Enter 0, 1 or 2, as circled.

- | | | | |
|--|----|---|---|
| 1.. Practice and skills building | 0: | 1 | 2 |
| 2. Functional knowledge | 0: | 1 | 2 |
| 4. 3 Vulnerability HIV-related attitudes perceptions | | | |

39. How many students in the CAH's jurisdiction were reported to have received HIV education in 1991-92?

GRADE

C L U S T E R

K	_____	elementary school	_____
1	_____	middle/junior high	_____
2	_____	senior high	_____
3	_____		
4	_____		
5	_____		
6	_____		
7	_____		
8	_____		
9	_____		
10	_____		
11	_____		
12	_____		

If all the grade, cluster information is missing enter 9 in the Missing indicator box.

TEACHER/STAFF DEVELOPMENT

40. In 1991-92, did the CAH report that it provided teacher/staff training?

1. Yes
2. No [SKIP TO QUESTION 50]

41. In 1991-92, did the CAH report that teacher/staff training was typically preceded by a needs assessment?

1. Yes
2. No

If Yes; what types of activities did the CAH include in its needs assessment?

Enter 1 (Yes) for those activities that are circled, 0 (No) for those not circled.

1. Focus groups
2. Interviews with participants
3. Interviews with key informants (PTA members, school administrators, parents, students)
4. KAB surveys
5. Data collection on practices and policies
6. Other (please specify) _____

If there is no "Other" enter 9.

42. Did the CAH report including any of the following internal characteristics in its staff development program? PLEASE NOTE THE DEGREE TO WHICH THE CAH STRESSED THE IMPORTANCE OF EACH CHARACTERISTIC.

Enter 0, 1 or 2, as circled.

- | | | | |
|----------------------------------|---|---|---|
| 1. Practice and skills building | 0 | 1 | 2 |
| 2. Attitudes toward PWAs | 0 | 1 | 2 |
| 3. Comfort with sensitive topics | 0 | 1 | 2 |
| 4. Factual knowledge about HIV | 0 | 1 | 2 |
| 5. Knowledge about HIV policy | 0 | 1 | 2 |

43. For the year 1991-92, did the CAH report that teacher/staff training was pretested/pilot tested prior to implementation?

1. Yes
2. No

44. For the year 1991-92, did the CAH report that teacher/staff training had been revised within the last 2 years?

1. Yes
2. No

45. During 1991-92, on average, how many hours of teacher/staff training were provided to the following groups?

1. _____ Teachers
2. _____ Administrators
3. _____ Nurses
4. _____ Other school staff

46. Briefly describe the format in which teacher/staff training was delivered. Include the length of the workshop and other topics presented in conjunction with HIV education.

Enter 3 digit indication of hours.

Zero should only be used if no hours of training was provided to a group.

If information is missing enter 999.

Enter 1 (**Yes**) if a description is present, 0 (No) if none is provided.

47. In 1991-92, within the CAH's jurisdiction, how many teachers were provided training through the CAH (by grade or by cluster)?

GRADE

K

1

2

3

၄

5

5

7

88

n

7

II

21

48. In 1991-92, did the CAH report providing training to administrators?

1 Yes

2. No

If Yes, please indicate the total number of Note: Skip occurs automatically
administrators trained:

49. In 1991-92, did the CAH report providing training to school nurses?

1. Yes

2. No

If Yes, please indicate the total number of school nurses trained: Note: Skip occurs automatically

50. In 1991-92, did the CAH report providing training to other school staff?

1. Yes
2. No

If Yes, please indicate the total number of other school staff trained: _____

Note: Skip occurs automatically

51. In 1991-92, within the CAH's jurisdiction, how many teachers taught HIV education (by grade or by cluster)

GRADE

CLUSTER

K	_____	elementary school	_____
1	_____		
2	_____	middle/junior high	_____
3	_____		
4	_____	senior high	_____
5	_____		
6	_____		
7	_____	Total#teachers who taught HIV:	
8	_____		_____
9	_____		
10	_____		
11	_____		
12	_____		

If all the grade, cluster information is missing enter 9 in the Missing indicator box.

52. Approximately what percent of teachers trained taught HIV education in 1991-92? _____%

IF INFORMATION IS UNAVAILABLE, PLEASE INDICATE THIS WITH "DK"

COMPREHENSIVE SCHOOL HEALTH INFRASTRUCTURE

53. Within the CAH's jurisdiction, during 1991-92 were any of the following areas of comprehensive school health education included as part of the same organizational unit as HIV within the CAH'S Department of Education?

Enter 1 (Yes) for those areas that are circled, 0 (No) for those not circled.

1. Injury prevention
2. Violence prevention
3. Tobacco use prevention
4. Alcohol and other drug use prevention
5. Pregnancy prevention
6. Other STD prevention
7. Nutrition and dietary behavior
8. Physical activity
9. Mental and emotional health

NOTE: SEE CHART FROM DASH

54. For year 1991-92, describe how comprehensive school health education fits into the CAH's Department of Education and, if possible, include the following: A description of the larger unit that includes CSHE and a description of other units that are parallel. USE CAH ORGANIZATIONAL CHART, IF PROVIDED

Enter 1 (Yes) if a description is provided
0 (No) if none is provided.

PROGRAM EVALUATION

55. Was an evaluation report included in the files
for 1991-92?

1. Yes
2. No

56. Did the CAH report including the following
internal characteristics in its evaluation?
PLEASE NOTE THE DEGREE TO WHICH THE CAH
STRESSED THE IMPORTANCE OF EACH ITEM

0=Not Included 1= Substantial efforts made to
incorporate 2= Included but not stressed

1. Multiple methods	0	1	2	Enter 0, 1 or 2, as circled.
2. Complete and comprehensive evaluation plan	0	1	2	
3. Useful evaluation	0	1	2	

57. For the year 1991-92, did the CAH report
conducting an evaluation of its HIV education
policy?

1. Yes
2. No
8. NA, no policy

IF YES, did the CAH report whether the evaluation of
its HIV education policy included any of the
following?

a. Assessment of whether local/district policy corresponds to state policy	N	Y
	0	1
b. Assessment of whether HIV education is being implemented according to policy	0	1
c. Assessment of how well known policy is among community members	0	1
d. The policy making process	0	1
e. The content of the policy	0	1
f. The extent to which the policy has been disseminated	0	1
g. The extent to which training regarding the policy has been provided or received	0	1
h. The extent to which the policy is being utilized	0	1

58. For the year 1991-92, did the CAH report conducting an evaluation of its HIV/AIDS curriculum?

1. Yes
2. No
8. NA, no curriculum

IF YES, did the CAH report whether the evaluation of its HIV/AIDS curriculum included any the of the following?

Note: Skip occurs automatically

a. Assessment of whether HIV curriculum corresponds with policy standards and/or actual policy	0	1
b. Assessment of whether HIV curriculum is being implemented consistently	0	1
c. Assessment in the delivery of the HIV curriculum	0	1
d. The curriculum development process	0	1
e. The extent to which the curriculum is consistent with relevant policies	0	1
f. The content of the curriculum	0	1
g. The extent to which the curriculum	0	1

- | | | |
|--|---|---|
| h. The extent to which the curriculum is implemented as intended | 0 | 1 |
| i. The extent to which the curriculum has the desired impact on students | 0 | 1 |

59. For the year 1991-92, did the CAH report conducting an evaluation on its staff development component?

1. Yes
 2. No
 8. NA, no staff development

IF YES, did the CAH report whether the evaluation of its staff component development included an assessment of any the of the following?

Note: Skip occurs automatically

- | | N | Y |
|---|---|---|
| a. Consistency with policy and curriculum | 0 | 1 |
| b. Implemented according to design | 0 | 1 |
| c. Measurement of participant satisfaction | 0 | 1 |
| d. Measurement of Knowledge, Attitudes, Skill increase (in proportion training) | 0 | 1 |
| e. The process of developing the staff development effort | 0 | 1 |
| f. Attitudes toward people with HIV/AIDS | 0 | 1 |
| g. Instructional confidence | 0 | 1 |
| h. Knowledge of HIV/AIDS | 0 | 1 |
| i. The content of the staff development effort | 0 | 1 |
| j. Participant satisfaction | 0 | 1 |
| k. Participant skills | 0 | 1 |
| l. Comfort with sensitive topics | 0 | 1 |
| m. Other (please specify) _____ | 0 | 1 |

If there is no "Other" enter 9.

60. For the year 1991-92, did the **CAH** report conducting an evaluation on student outcomes?

1. **Yes .**
2. No
3. NA, no student outcomes

If Yes, did the CAH report conducting an assessment of whether student KAP or **KAB** results were used to refine curriculum or staff development?

Note: Skip occurs automatically

1. **Yes**
2. **No**
8. NA, no **KAP/KAB**/no curriculum/no staff development

61. For the year 1991-92, did the CAB report conducting an evaluation of its collaboration activities?

1. Yes
2. No
8. NA, no collaboration activities

62. Did the CAH report using any of the following qualitative methods of **data collection in its evaluation?** PLEASE CHECK THE APPROPRIATE BOX

Respondents	Focus Group	Case Study	Interviews	Observation & Survey	Other:
1. Students					
2. Teachers					
3. Administrators					
4. Nurses					
5. Parents					
6. Schools					
7. Districts					
8. Other:					

63. Did the CAH report using its evaluation results from 1991-92 to improve any of the following areas?

a. HIV education policy	0	1
b. Curriculum	0	1
c. Staff development	0	1
d. Surveillance	0	1
e. Evaluation	0	1
f. Collaboration with other agencies	0	1

64. Did the CAH report requesting/receiving any technical assistance in its program evaluation in 1991-92?

1. Yes
2. No

If Yes, please describe the TA requested/received.

Note: Skip occurs automatically

65. Did the CAH report any use of CDC's Handbook for Evaluating HIV Education? (Does not apply in years 1987-91).

- 1. Yes
- 2. No
- 8. NA

If Yes, what examples did the CAH report on how the Handbook was used?

Enter 1 (Yes) if a examples are described,
0 (No) if none is described.

SURVEILLANCE

66. Which of the following surveys did the CAH report conducting in 1991-92? Note: Skip occurs automatically

1. YRBS
2. HIV Survey
3. School Building Survey
8. NA, no survey conducted [SKIP TO QUESTION 71]

67. Was 1991-92 survey data weightable?

	N	Y
--	---	---

- | | | |
|----------------------------|---|---|
| 1. YRBS | 0 | 1 |
| 2. HIV Survey: | 0 | 1 |
| 3. School Building Survey: | 0 | 1 |

68. If the CAB conducted the HIV/YRBS Survey in 1991-92, what response rates were reported for schools and students? Enter 888 fbr schools and students if 8 is circled

1. _____ schools
2. _____ Students
8. NA, No survey conducted

69. Were any questions or sets of questions omitted by the CAB from the 1991-92 HIV/YRBS Survey administration?

1. Yes
2. No

If Yes, in what areas?

- a. Injury
- b. Sex
- c. Drugs
- d. Tobacco
- e. Nutrition
- f. Physical activity

USE **CAH2.SYS** FOR DATA ENTRY FOR PART 2

70. Please describe any ways that the HIV/YRBS Survey data were used to enhance HIV education and/or other health related areas in 1991-92.

Enter 1 (Yes) if a recommendation is described, 0 (**No**) if none is described.

COLLABORATION WITH OTHER AGENCIES

71. Did the CAH report collaborating with other agencies in developing/delivering HIV prevention and education activities in 1991-92?

1. Yes
2. No [SKIP TO Q74]

Note: Skip occurs automatically

72. With which of the following agencies did the CAH collaborate in 1991-92?

1. Department of Health
2. Department of Education
3. Parent, Teacher, or Student Associations
4. Organizations representing Minority Groups
5. Religious Organizations
6. Medical Societies
7. Other (please specify) _____

If there is no "Other" enter 9.

73. How did this collaboration occur in 1991-92?

-a. Methods of collaboration included...

1. Requesting and distributing materials
2. Phone consultation
3. Inviting speakers

4. Conducting training
5. Developing a Task **force**
6. Developing a Special Committee
7. Other (please specify) _____
9. Information missing/not available

If there is no "Other" enter 9.

- b. On the average, how often did representatives from these agencies meet with CAH HIV staff?

1. Annually
2. Quarterly
3. Monthly
4. Weekly
5. Other- (please specify) _____
9. Information missing/not available

If there is no "Other" enter 9.

74. During 1991-92, did the CAH report collaborating in any way with any national organizations involved in HIV prevention?

1. Yes
2. No [SKIP TO Q77]

Note: Skip occurs automatically

75. With which of the following agencies did the CAH report collaborating in 1991-92?

Enter 1 (Yes) for those agencies that are circled, 0 (**No**) for those not circled.

1. Assoc. for the Advancement of Health **Educ.**
2. American College Health Association
3. American Association of School Administrators
4. American Federation of Teachers
5. National School Boards Association
6. National Rural and Small Schools Consortium
7. Council of Chief State School **Officers**
8. National School Health Education Consortium
9. Natl. Assoc. for Equal Opp. in Higher Ed
10. National Organization of Black Co. Officials
11. Center for Population Studies
12. Education, Training, and Research Associates
13. National Parent Teacher Association
14. National Network for Youth and Runaway Services

15. National Center for Health Education
16. Natl Coalition of Hispanic HHS Organizations
17. National Coalition of Advocates for Students
18. National Commission on Correctional Health
19. American Medical Association
20. National Education Association
21. Other (please specify) _____

If there is no "Other" enter 9.

76. How did collaboration occur in 1991-923

Enter 9 for first entry if 99 is circled, otherwise enter 1 (Yes), or 0 (No).

a. Methods of collaboration included...

1. Requesting and distributing materials
2. Phone consultation
3. Inviting speakers
4. Conducting training
5. Other (please specify) _____
9. Information missing/not available

If there is no "Other" enter 9.

b. Specific issues of collaboration included....

Enter 9 for first entry if 99 is circled, otherwise enter 1 (Yes), or 0 (No).

1. Policy development
2. Policy implementation
3. Curriculum development
4. Curriculum implementation
5. Teacher/Staff training
6. Surveillance/data collection
7. Program evaluation
8. Student outcomes
9. Other (please specify) _____
99. Information missing/not available

If there is no "Other" enter 9.

77.. During 1991-92, did the CAH report collaborating in any way with any other CAH's involved in HIV prevention programs?

1. Yes
2. No [SKIP TO Q79]

Note: Skip occurs automatically

78. How did collaboration occur in 1991-92?
Methods of collaboration included...

1. Requesting and distributing materials
2. Phone consultation
3. Inviting speakers
4. Conducting training
5. Other (please specify) _____
9. Information missing/not available

79. Was a list of the members of the Materials Review Committee included in the application (reapplication) for 1991-92?

1. Yes
2. No [SKIP TO Q81]

Note: Skip occurs automatically

80. What categories of members were included in the Materials Review Committee for 1991-92?

1. Representatives from School Boards
2. Parents
3. Teachers
4. Students
5. School Administrators
6. Representatives from Minority Groups
7. Other (please specify) _____

If there is no "Other" enter 9.

81. If any decisions were made that the CAH would develop or purchase HIV-related materials, is there evidence that the Materials Review Committee approved of these decisions during 1991-92?

1. Yes
- 2. No

USE OF MAJOR DATABASES

82. In 1991-92, did the CAH report directly contributing in any way to CDC's AIDS School Health Education Database this year?
1. Yes
 2. No
83. In 1991-92, did the CAH report contributing specific information about its own program to CDC's AIDS School Health Education Database?
1. Yes
 2. No
84. Was the CAH enrolled in Comprehensive Health Education Network (CHEN) in 1991-92?
1. Yes
 2. No
 8. NA
85. Did the CAH use the CHEN in 1991-92?
1. Yes
 2. No
 8. NA

SUPPORT TO LOCAL SCHOOLS

86. In 1991-92, did the CAH report assisting schools/districts to identify areas in which they need help?

1. Yes
2. No [SKIP TO Q88]

Note: Skip occurs automatically

IF YES:

a. How did the CAH assist schools/districts to determine the adequacy of their local HIV education efforts?

1. Technical assistance
2. Evaluation support
3. Survey and data collection assistance
4. Analysis
5. Other (please specify) _____
8. NA, no assistance provided
9. Information missing/ not available

If there is no "Other" enter 9.

b. How did the CAH assist schools/districts to incorporate HIV education into comprehensive school health instruction?

1. Financial
2. Curriculum development
3. Special programs/presentations/speakers
4. Teacher training
5. Cultural curriculum adaptation
6. Other (please specify) _____
8. NA, no assistance provided
9. Information missing/not available

If there is no "Other" enter 9.

c. Which of the following did the CAH help schools/districts establish?

1. Local policies
2. Guidelines
3. Advisory committees
4. Standards for HIV education
5. Other (please specify) _____
8. NA, no assistance provided
9. Information missing/not available

If there is no "Other" enter 9.

d. For those circled above, please describe specific ways that the CAH provided assistance in 1991-92.

Enter 1 (Yes) if a description is provided,
0 (No) if none is provided.

87. In 1991-92, did the CAH report assisting local school districts/schools in providing HIV education to youth in high risk situations/students with special needs?

1. Yes
2. No

If Yes:

a. To which of the following population^s was assistance provided?

1. Youth in high risk situations
2. Youth in alternative schools
3. Minority youth
4. Youth with special education needs
5. Out of school youth

b. Please describe the kinds of assistance provided

Enter 1 (Yes) if a description is provided,
0 (No) if none is provided.

ANECDOTAL INFORMATION

88. Are there any unique or particularly interesting features of the CAH's HIV prevention program in 1991-92 that others might be interested in hearing about? Please describe.

Enter 1 (Yes) if a description is provided,
0 (No) if none is provided.

09. Were there any success stories told about the effectiveness of the CAH's HIV education program in 1991-92, that might be shared with others? Please describe.

Enter 1 (Yes) if a description is provided,
0 (No) if none is provided.

90. Were there indications of progress made by the CAH in 1991-92 that were not captured in this instrument? Please describe.

Enter 1 (Yes) if a description is provided,
0 (No) if none is provided.

APPENDIX D

COMPUTER-GENERATED SITE REPORT SHELL

COMPUTER GENERATED SITE REPORT

INTRODUCTION

In 1987, the Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease and Promotion, Division of Adolescent and School Health (DASH) began funding State Education Agencies (SEAs) and Local Education Agencies (LEAs) to plan, develop, implement, and evaluate HIV prevention education. This is a report of the progress and success of the [CAH] Project. The main focus of the [CAH] project during this time has been [description of program].

This report is based on the documentation (applications, progress reports, evaluation reports, and other relevant reports) [CAH] has submitted to the DASH over the project period. It contains the following sections: policy development, curriculum development, teacher/staff development, program evaluation, surveillance, collaboration with other agencies, support to local schools, and signs of progress.

POLICY DEVELOPMENT

The [CAH] Project was initially funded in [first year]. Prior to funding, [CAH] [had/did not have(6a)] [state/LEA] level policies addressing HIV prevention education. By 1993, the end of the first 5-year funding cycle, overall guidance in [CAH] was provided by [a combination of [one/two] piece(s) of legislation (enacted bear)], an executive order, and a school board decision (8). Overall guidance addressed the following issues:

[] HIV prevention education (6a/7a) is [] required [] recommended [] permitted.

[] Coverage of all students (10a) is [] required [] recommended [] permitted.

[] The following groups are specifically included (10a):

- [] Public elementary school students
- [] Public middle/junior high students
- [] Public high school students
- [] Students attending state-approved private schools
- [] Students attending unapproved private schools
- [] Out of school youth
- [] Special populations (incarcerated, handicapped, migrant, pregnant)
- [] Other

- ☐ If all students are not covered, the following **groups** are specifically omitted (10b).

K 1 2 3 4 5 6 7 8 9 1 0 1 1 1 2

- ☐ A minimum amount of HIV prevention education (12) is ☐ required ☐ recommended ☐ permitted. The minimum amount is:

- ☐ For each grade ☐ required ☐ recommended ☐ permitted.

- ☐ If not for each grade, for grades _____ is ☐ required ☐ recommended ☐ permitted.

- ☐ At least 10- 15 hours is ☐ required ☐ recommended ☐ permitted.

- ☐ If not, the minimum number of hours is _____, which is ☐ required ☐ recommended ☐ permitted.

- ☐ For staff/teachers who teach HIV prevention education (13a)

- C1 Certification is ☐ required ☐ recommended ☐ permitted.

- E1 Special training in sex education is ☐ required ☐ recommended ☐ permitted.

- E1 Special training in health education is ☐ required ☐ recommended ☐ permitted.

- ☐ Other special academic credentials are ☐ required ☐ recommended ☐ permitted.

- ☐ The specific teachers/staff to teach HIV prevention education are specified as: classroom teachers (for elementary school) and the school health educator (middle/secondary school) (13b). This is ☐ required ☐ recommended ☐ permitted.

- ☐ If other teacher(s) are specified:

- E1 Physical educators (☐ required ☐ recommended ☐ permitted)

- ☐ School nurses (☐ required ☐ recommended ☐ permitted)

- ☐ Family living teachers (☐ required ☐ recommended ☐ permitted)

- ☐ Social studies/social concerns teachers (☐ required ☐ recommended ☐ permitted)

- ☐ Science/Biology teachers (☐ required ☐ recommended ☐ permitted)

- ☐ Other teachers (_____)

- ☐ required ☐ recommended ☐ permitted

- ☐ The presentation of HIV education within the context of CSHE (21) is ☐ required ☐ recommended ☐ permitted
- ☐ Collaboration between the SEA/LEA and another government department at the same level of jurisdiction (14) is ☐ required ☐ recommended ☐ permitted.
- ☐ Collaboration between the SEA/LEA and local agencies in conducting **HIV** education (15) is ☐ required ☐ recommended ☐ permitted.

The following agencies participated in the development of [CAH] 's overall guidance that addressed HIV prevention education (16):

- ☐ State (or local) Education Agency
- ☐ State (or local) Health Agency
- ☐ Parent, Teacher or Student Association
- ☐ Organizations representing Minority groups
- ☐ Religious organizations
- ☐ Medical Societies
- ☐ Universities
- ☐ HIV/AIDS Organizations
- ☐ Other

- ☐ Assistance to districts and/or schools is (17/18) ☐ required ☐ recommended ☐ permitted.

The following groups worked with the [CAH] in implementing the overall guidance on HIV prevention education (25):

- ☐ Local school administrators
- ☐ District school administrators ..
- ☐ Teachers
- ☐ Parents
- ☐ Students
- ☐ Community leaders
- ☐ Nurses or physicians
- ☐ Community organizations

- ☐ In overall guidance, policies addressing (22)

- ☐ Staff training are ☐ required ☐ recommended ☐ permitted.
- ☐ Persons infected with HIV are ☐ required ☐ recommended ☐ permitted.
- ☐ Special populations are ☐ required ☐ recommended ☐ permitted.
- ☐ Handling body fluids are ☐ required ☐ recommended ☐ permitted.
- ☐ Other ☐ required ☐ recommended ☐ permitted.

CURRICULUM DEVELOPMENT

When funded in [year] [CAH] [had/had not (31)] developed or selected HIV prevention education curriculum/guidelines/framework for use in its jurisdiction. In [year] a curriculum/guidelines/framework was developed or selected. This curriculum/guidelines/framework:

☐ is ☐ required or ☐ recommended (11).

☐ ☐ required or ☐ recommended specific ☐ guidelines or ☐ competencies (1 1/3 1).

Provided the following elements needed by students to prevent HIV infection (38):

- ☐ Functional knowledge: knowledge needed to avoid infection
- ☐ Attitudes toward HIV/AIDS and sensitive topics
- ☐ Perception of personal vulnerability to HIV infection
- ☐ Skills and practice building skills related to the prevention of HIV infection
- ☐ Abstinence
- ☐ The correct and consistent use of condoms

Was revised in [Year] to more thoroughly provide the following elements: (38)

- ☐ Functional knowledge: knowledge needed to avoid infection
- ☐ Attitudes toward HIV/AIDS and sensitive topics
- ☐ Perception of personal vulnerability to HIV infection
- ☐ Skills and practice building skills related to the prevention of HIV infection
- ☐ Abstinence
- ☐ The correct and consistent use of condoms

Was developed using the following mechanisms (30):

- ☐ Task force
- ☐ Committee
- ☐ Special consultants
- ☐ Others

☐ was developed or selected with input from a broad range of individuals (28/29). These individuals represented:

- ☐ Teachers
- ☐ Parents
- ☐ Administrators
- ☐ Students
- ☐ School nurses
- ☐ University representatives
- ☐ Physicians
- ☐ Other health care providers
- ☐ State (or local) Education Agency
- ☐ State (or local) Health Agency
- ☐ Religious organizations
- ☐ Special interest groups
- ☐ HIV/AIDS organizations
- ☐ Minority organizations
- ☐ Other

☐ was developed or selected through the process of a needs assessment (26a). The activities implemented to collect data for the needs assessment included:

- ☐ Focus groups
- ☐ Interviews with participants
- ☐ Interviews with key informants
- ☐ Knowledge, attitude and behavior (KAB) surveys
- ☐ Data collection related to practices and policies
- ☐ Other

☐ was implemented or disseminated after conducting a pretest/pilot test (35).

☐ was revised after conducting pretest/posttest (36).

☐ was revised within 2-year intervals (37).

Ancillary Program Efforts

Included the following as a part of HIV education (33):

- ☐ Peer education program
- ☐ Parent training and/or participation
- ☐ Presentations by People Living with AIDS
- ☐ Presentations by community organizations
- ☐ Theater presentations
- ☐ Others

Included the following as a major component of the overall HIV education effort (34):

- ☐ Peer education program
- ☐ Parent training and/or participation
- ☐ Presentations by People Living with **AIDS**
- ☐ Presentations by **commuinity** organizations
- ☐ Theater presentations
- ☐ Others

TEACHER AND STAFF TRAINING

The [CAH] [provided/did not provide (40)] training to teacher/staff. The teacher/staff development program:

Trained the following numbers of teachers during the funded years (47):

- [] 1987-1988; baseline of [] teachers (2); [] % trained
- [] 1988-1989; baseline of [] teachers (2); [] % trained
- [] 1989-1990; baseline of [] teachers (2); [] % trained
- [] 1990-1991; baseline of [] teachers (2); [] % trained
- [] 1991-1992; baseline of [] teachers (2); [] % trained

Trained the following numbers of administrators during the funded years (48):

- [] 1987-1988
- [] 1988-1989
- [] 1989-1990
- [] 1990-1991
- [] 1991-1992

Trained the following numbers of school nurses during the funded years (49):

- [] 1987-1988
- [] 1988-1989
- [] 1989-1990
- [] 1990-1991
- [] 1991-1992

Trained the following numbers of other school staff during the funded years (50):

- ☐ 1987-1988
- ☐ 1988-1989
- ☐ 1989-1990
- ☐ 1990-1991
- ☐ 1991-1992

The majority of training for teachers was provided in the following duration (45):

- ☐ 3 day training
- ☐ 2 day training
- ☐ 1 day training
- ☐ 1/2 day training or less

Delivered teacher/staff training in the following format (46):

Provided training in the following areas that enable teachers to pass information and skills to students: (42)

- ☐ Knowledge about HIV policy
- ☐ Functional knowledge: knowledge needed to avoid infection
- ☐ Comfort with sensitive topics
- ☐ Attitudes towards People Living with AIDS
- ☐ Perception of vulnerability to HIV infection
- ☐ Skills and practice building students' skills related to the prevention of HIV infection

Was revised to more thoroughly address the following areas in teacher/staff training: (42)

- ☐ Knowledge about HIV policy
- ☐ Functional knowledge: knowledge needed to avoid infection
- ☐ Comfort with sensitive topics
- ☐ Attitudes towards People Living with AIDS
- ☐ Perception of vulnerability to HIV infection
- ☐ Skills and practice building students' skills related to the prevention of HIV infection

☐ was preceded by a needs assessment (41).

☐ implemented after conduct of a pretest/pilot test (43).

☐ revised within 2-year intervals (44).

PROGRAM EVALUATION

During the funding period, the [CAH] Project conducted evaluations of its program. The evaluations included the following program components:

- ☐ Policy (51)
- ☐ Curriculum (58)
- ☐ Teacher/Staff Development (59)
- ☐ Student Outcomes (60)
- ☐ Pilot Programs

When evaluating policy, focused on (57d-f):

- ☐ The policymaking process
- ☐ The content of the policy
- ☐ The extent to which the policy has been disseminated
- ☐ The extent to which training regarding the policy has been provided or received
- ☐ The extent to which the policy is being utilized

When evaluating curriculum, focused on (58d-i):

- ☐ The curriculum development process
- ☐ The extent to which the curriculum is consistent with relevant policies
- ☐ The content of the curriculum
- ☐ The extent to which the curriculum is implemented
- ☐ The extent to which the curriculum is implemented as intended
- ☐ The extent to which the curriculum has the desired impact on the students

When evaluating staff development efforts, focused on (59d-j):

- ☐ The process of developing the staff development effort
- ☐ Attitudes toward people with HIV/AIDS
- ☐ Instructional confidence
- ☐ Comfort with sensitive topics
- ☐ Knowledge of HIV/AIDS
- ☐ The content of the staff development effort
- ☐ Participant satisfaction
- ☐ Participant skills

Included the following: (56)

- ☐ Multiple methods
- ☐ Complete and comprehensive evaluation plan
- ☐ Usefulness of evaluation

Was revised to more thoroughly address the following: (56)

- ☐ Multiple methods
- ☐ Complete and comprehensive evaluation plan
- ☐ Usefulness of evaluation

Used evaluation to improve any of the following areas (63):

- ☐ HIV education policy
- ☐ Curriculum
- ☐ Teacher/Staff Development
- ☐ Surveillance
- ☐ Collaboration with other agencies
- ☐ Evaluation

[The CAH] [reports/does not report] (65) using the CDC Handbook for Evaluating HIV Education as an important resource in its evaluation efforts.

SURVEILLANCE

[The CAH] conducted the following surveys with CDC assistance:

☐ HIV survey in years [years] (66)

- ☐ weightable [years] ☐ not weightable [years] (67)
- ☐ response rates for schools (68)
 - ☐ Spring 1988
 - ☐ Spring 1989
- ☐ response rates for students (68)
 - ☐ Spring 1988
 - ☐ Spring 1989
- ☐ omitted questions (69)
 - ☐ Spring 1988
 - ☐ Spring 1989

[the CAH] ☐ reports ☐ did not report using the HIV survey to support HIV prevention education efforts (70).

☐ YRBS in years [years] (66)

☐ weightable [years] ☐ not weightable [years] (67)

☐ response rates for schools (68)

☐ spring 1990

☐ spring 1991

☐ spring 1992

☐ spring 1993

☐ response rates for students (68)

☐ spring 1990

☐ spring 1991

☐ spring 1992

☐ spring 1993

☐ omitted questions (69)

☐ spring 1990

☐ spring 1991

☐ **Spring** 1992

☐ spring 1993

[the **CAH**] ☐ reports ☐ did not report using the YRBS to support HIV prevention education efforts (70).

☐ School Building Survey in years [years] (66)

☐ weightable [years] ☐ not weightable [years] (67)

☐ response rates for schools (68)

☐ Spring 1988

☐ Spring 1989

☐ spring 1990

☐ spring 1991

☐ spring 1992

☐ spring 1993

☐ response rates for students (68)

☐ Spring 1988

☐ Spring 1989

☐ spring 1990

☐ spring 1991

☐ spring 1992

☐ spring 1993

☐ omitted questions (69)

- ☐ Spring 1988
- ☐ Spring 1989
- ☐ spring 1990
- ☐ spring 1991
- ☐ spring 1992
- ☐ spring 1993

[the CAH] ☐ reports ☐ did not report using the School Building Survey to support HIV prevention education efforts (70).

COLLABORATION WITH OTHER AGENCIES

In developing and delivering HIV prevention and education activities, [the CAH] worked closely with other agencies during the funded period. This collaboration included the following agencies (72):

- ☐ State (or local) Education Agency
- ☐ State (or local) Health Agency
- ☐ Parent, Teacher, and Student Associations
- ☐ Organizations representing Minority Groups
- ☐ Religious organizations
- ☐ Medical Societies
- ☐ Other

It involved the following activities (73):

- ☐ Requesting and distributing materials
- ☐ Phone consultation
- ☐ Inviting speakers
- ☐ Conducting training
- ☐ Developing a task force
- ☐ Developing a special committee
- ☐ Other

[the CAH] [collaborated/did not collaborate] (73) with national organizations during the funded period. This collaboration included the following national organizations (75):

- ☐ Association for the Advancement of Health Education
- ☐ American College Health Association
- ☐ American Association of School Administrators
- ☐ American Federal of Teachers
- ☐ American School Health Association
- ☐ National School Boards Association

- ☐ National Rural and Small Schools Consortium
- ☐ Council of Chief State School Officers
- ☐ National Association for Equal Opportunity in Higher Education
- ☐ National Organization of Black County Officials
- ☐ Center for Population Options
- ☐ Education, Training, and Research Associates
- ☐ National Parent Teacher Association
- ☐ National Network for Youth and Runaway Services
- ☐ National Center for Health Education
- ☐ National Coalition of Hispanic Health and Human Services Organizations
- ☐ National Coalition of Advocates for Students
- ☐ National Commission on Correctional Health
- ☐ American Medical Association
- ☐ National Education Association
- ☐ Other

Used the following methods of collaboration (76a):

- ☐ Requesting and distributing materials
- ☐ Phone consultation
- ☐ Inviting speakers
- ☐ Conducting training
- ☐ Developing a task force
- ☐ Developing a special committee
- ☐ Other

Involved the following issues (76b):

- ☐ Policy development
- ☐ Policy implementation
- ☐ Curriculum development
- ☐ Curriculum implementation
- ☐ Teacher/Staff training
- ☐ Surveillance/data collection
- ☐ Program evaluation
- ☐ Student outcomes
- ☐ Other

[the CAH] [collaborated/did not collaborate] (77) with other **SEAs** and **LEAs** during the funded period. This collaboration used the following methods of collaboration (78):

- ☐ Requesting and distributing materials
- ☐ Phone consultation
- ☐ Inviting speakers
- ☐ Conducting training
- ☐ Developing a task force
- ☐ Developing a special committee
- ☐ Other

SUPPORT TO LOCAL SCHOOLS

[the CAH] assisted (86) local schools/districts during the funded period. This assistance included the following efforts in evaluation (86a):

- ☐ Technical assistance
- ☐ Evaluation support
- ☐ Survey and data collection assistance
- ☐ Analysis
- ☐ Other

It included the following types of assistance in comprehensive school health education (86b):

- ☐ Financial
- ☐ Curriculum development
- ☐ Special programs/presentations/speakers
- ☐ Teacher training
- ☐ Cultural curriculum adaptation
- ☐ Other

It included the following types of assistance in policy development and implementation (86c):

- ☐ Local policies
- ☐ Guidelines
- ☐ Advisory committees
- ☐ Standards for HIV education
- ☐ Other

It included the assistance in working with youth in high risk situations (87a):

- ☐ Youth in alternative schools
- ☐ Minority youth
- ☐ Youth with special education needs
- ☐ Out of school youth
- ☐ Incarcerated youth
- ☐ Homeless/runaway youth
- ☐ Gay and Lesbian youth
- ☐ Migrant youth
- ☐ Youth in foster care

COMPREHENSIVE SCHOOL HEALTH EDUCATION

- ☐ A Comprehensive School Health Education curriculum (19) is ☐ required ☐ recommended ☐ permitted.
- ☐ The presentation of HIV education within the context of CSHE (21) is ☐ required ☐ recommended ☐ permitted
- ☐ The CSHE curriculum includes the following (20):
 - ☐ Injury prevention ☐ required ☐ recommended ☐ permitted
 - ☐ Violence prevention ☐ required ☐ recommended ☐ permitted
 - ☐ Suicide prevention ☐ required ☐ recommended ☐ permitted
 - ☐ Tobacco use prevention ☐ required ☐ recommended ☐ permitted
 - ☐ Alcohol and other drug use prevention ☐ required ☐ recommended ☐ permitted
 - ☐ Pregnancy prevention ☐ required ☐ recommended ☐ permitted
 - ☐ HIV prevention ☐ required ☐ recommended ☐ permitted
 - ☐ Other sexually transmitted disease prevention ☐ required ☐ recommended ☐ permitted
 - ☐ Nutrition and dietary behavior ☐ required ☐ recommended ☐ permitted
 - ☐ Physical activity ☐ required ☐ recommended ☐ permitted
 - ☐ Others ☐ required ☐ recommended ☐ permitted

SIGNS OF PROGRESS

Overall, [the **CAH**] made progress in the following areas:

- ☐ Policy development
- ☐ Policy implementation
- ☐ Curriculum development
- ☐ Curriculum implementation
- ☐ Teacher/Staff training
- ☐ Surveillance/data collection
- ☐ Program evaluation
- ☐ Student outcomes
- ☐ Other

Some specific examples of progress made in these areas by [the **CAH**] are (90):

OPEN-ENDED

APPENDIX E

PROJECT REPORT DISSEMINATION MONITORING CHARTS

Project Report Dissemination Monitoring Chart
CDC HIV Prevention Programs in SEAs/LEAs
September 23, 1994

SEA/LEA	Mail out CDC intro letter	Mall Out Project Report to Sites	Send Copy to CDC	Verify Receipt of Package	Feed- back from Sites	Comments	Name
State Education Agencies (SEAs)							
Alabama: 01	3/17/94	4/21/94	6/15/94	5/11/94	5/12/94	5/11 PD had no questions. 5/12 Received report w/revisions. 8/94 called & got years.	Helena
Alaska: 02	3/17/94	6/20/94	7/14/94 N	A	7/5/94	7/5 Recieved report w/changes. 7/27 called and got years.	Lisa
Arizona: 03	3/10/94	4/4/94	4/8/94	NA	4/20/94	4/20 Called H and H provided assistance on what to do with the report and instrument. H gave a one week extension. 4/28 received report & instruments 8/18 got years.	Helena
Arkansas: 04	2/28/94	3/15/94	3/26/94 to Pete Hunt;	5/1 1/94 N left message	A	5/12 PD returned call and said did not have package. It was sent to Elaine Edge who no longer works there. Dana Basil may have it. If not send a new package. 5/16 H called PD who said no changes needed to be made.	Lynn

California: 05	2/7/94	2/17/94	2/18/94 to John Moore	N/A	2/22/94	2/22 G rec'd message from Gail Maurer. Next 2 wks very busy. Sent docs to res & eval div. and will need more time to review docs . G called and gave her 1 extra week (3/15). 3/7 D received mess from eval consult'g firm asking her to call re program. 3/8 D spoke w/consultant. They requested more time to complete the instruments and we gave them an additional 10 days (3/18). 3/15 Received mess from Susan Dorr, the eval consultant. 4/5 received report w/documentation. H called S.G. and said we needed instruments.	Diane
Colorado: 06	3/17/94	5/31/94	6/15/94	7/6/94		7/6 Mary Banderwall is the new PD and should have report. (303) 866-6766. Will be back on July 18. 7/20 left message. 7/25 talked to new PD and she will look for it. 7/29 PD found report but nothing was changed. She will be out of town next week. Since she is new it may take her a while to do it, maybe a staff assistant can do it. 7/29 H left message for her to call Gail about an extension. 7/29 G received call from MB and MB will be reviewing and returning by 8/10. Sees process as a learning one f/her. 8/15 Received mess. f/MB. Lots of errors & thinks they'll need 2 more weeks min.	Muphen

Connecticut: 07	1/26/94	3/1/94	3/1/94	3/18/94	3/29/94	3/29 PD called G. G told her we need documentation. 3/30 G spoke to PD and helped PD understand the process. 4/7 G received letter form PD. G called PD and left message @ documentation. 4/8 Sent another set of instruments and report to PD. 8/2 G called Jane B. & left mess. She'll be leaving town til 8/18. Explained in mess that this is the last chance.	Helena
Delaware: 08	2/25/94	4/25/94	6/14/94	7/6/94 left message 7/15 left message			Muphen

District of Columbia: 09	1/25/94	2/4/94	2/7/94 to Steve	2/17/94	2/18/94	2/18 G spoke w/Jackie Sadler re site report and referred her to Helena for details. Helena correct report based on lengthy phone interview that was Jackie's preferred method. Changes to instrument were not made and need to be done by Jackie at a later date. 3/? G gave Jackie an extension till March 25 to work on the instruments. 3/31 Received message from Jackie that she is no longer w/the program but could do the review at home on her own time. 8/1 Left message f/Tony Masaloni. New PD Linda Wright out of town until 8/22. 8/29 H faxed Toni M. the original and revised report done by Jackie and gave her till end of week. 9/8 called & got years.	Helena
	2/23/94	5/16/94	6/15/94	7/6/94 Out of office till 7/18	7/29/94 Fedex	7/20 Talked to Darcie, she will look for it and get back to me. 7/22 PD left message. H sent another report w/instruments to Linda Brannen. 7/29 received report w/changes and documentation. 8/1 MW made contact w/Mae Waters & staff & not years clarified	Muphen
Florida: 10							

Georgia: 11	3/8/94	3/24/94	3/31/94 to Pete Hunt	NA	4/8/94	3/15 Received call from Joy who is secy to PD & evaluator. Requested numbers in report for teacher/staff training. Referred her to Jodi. 4/8 Received the instruments and report with changes.	Jodi
Hawaii: 12	3/1/94	4/21/94	6/15/94	5/4		5/4 Called and said needed more time. (after the 13th, writing a grant application) 7/27 Ann Horiuchi called & said J. Schroeder retired. 7/27 H called and Ann said she would look at report and leave me a message on thursday, if not call her friday. I gave her due date. 7/29 H called Ann and went over her questions on the report. Ann sending report next week.	Lisa
Idaho: 13	3/17/94	5/3/94	7/14/94	7/6/94 left message		7/8 PD wasn't in position for first 4 years, so no changes.	Lisa
Illinois: 14	3/10/94	3/15/94	7/14/94	N/A	3/21/94	3/21 Received report w/corrections. 3/23 H left message w/PD. 3/29 PD left message w/H. 3/29 H called PD and said we needed documentation and instruments. Gave them two weeks to complete. 7/25 H called PD and got years and requested documentation.	Helena

Indiana: 15	2/28/94	3/1/94	3/1/94	N/A		<p>3/15 G received call from Maura w/Program. Asked for extension until end of month to complete. Gave her ext. 8/3 Called Brad Gumpert, HIV PD contact, & left mess. 8/4 Gumpert left mess. & returned his call. 8/5 Gumpert left mess. & G returned call & left him a message. 8/9 Received mess. f/BG & called BG. He never saw report since 2 other staff left program and he took over. Would like to review. Called back later & said he found report & second fedex was unnecessary. 8/15 Received mess. f/BG on qx. Left mess. for him. 8/17 received mess. 8/18 left mess. 8/31 Received report, doc. & instruments w/changes.</p>	Helena
Iowa: 16	2/7/94	2/24/94	2/28/94	N/A	3/14/94	<p>3/14 Received report with corrections. Made call to PD to ask for instruments, left message. 8/94 called and got years.</p>	Helena

Kansas: 17	2/28/94	3/11/94	6/15/94 resent 8/2/94	5/11/94 left message 7/6/94 called again		7/6 Wants to make changes- but doesn't have time. Doesn't understand why Macro was hired to do this since we don't know the programs etc. Report is Innacurate. They submitted a 5yr report that has Info. (we have It). H said she would discuss it w/G and call them back. 7/29 G spoke w/PD and she will try to complete review by 8/5. Griped about assignment but wants to give us feedback and feels it is important.	Helena
Kentucky: 18	2/25/94	3/15/94	8/2/94	NA	3/30/94	3/30 Received report and Instruments with corrections.	Jodi
Louisiana: 19	2/23/94	3/8/94	3/9/94	7/13 left message won't be in till next week		7/22 called PD, she's on vacation till August 1.	Lynn
Maine: 20	2/22/94	3/10/94	6/15/94	N/A	3/16/94	3/16 Received report with corrections and documentation on school survey. 7/25 called PD and got years.	Diane .
Maryland: 21	3/17/94	4/6/94	6/15/94 N resent 8/2/94	A	4/29/94	4/29 H received message from Deb S. saying they had misplaced the report and would send it soon. 5/10 H talked to PD and explained process. 5/25 Received letter w/documentation.	Helena

Massachusetts: 22	3/17/94	6/21/94	7/15/94	N A	7/6/94	7/6 Recieved report and instruments. 7/25 left message 7/26 Kevin C. returned H call @ report. 7/27 H left message.	Lisa
Michigan: 23	3/17/94	6/17/94	7/15/94	7/6/94 left message	7/12/94	7/7 PD called and said they sent the report and instruments. 7/12 Received UPS package: report w/changes and instruments, no changes. 7/25 left message. 8/3 G left mess. f/Pat Nichols. 8/4 PN returned call and got years.	Gail
Minnesota: 24	3/1/94	5/16/94	7/14/94	7/13 left message		7/25 mailbox full/no answer. 8/3 Called MK Haas & left detailed mess. 8/4 Received call from Haas who returned from leave on 7/1. She thought she needed to supply teacher #'s & they haven't collected data that way. Told her estimates would be ok. Likes the report format. Would like to do this for CDC by disk every year. Sending report today.	Muphen
Mississippi: 25	3/17/94	6/9/94	7/15/94	7/7/94		7/7 PD said they are working on it and H explained what they needed to send us. 7/25 H left message about due date. 8/1 Received mess. f/I.D. Thompson. G returned his call and left mess.	Lisa

Missouri: 26	3/17/94	5/4/94	7/15/94	7/8/94 left message		7/12 PD called, will be in again on July 20 and 25. 7/15 PD called & said he gave the report to 2 other colleagues. He will find out what happened to it & call H. 8/5 G called & PD on vacation for 2 more weeks. Left mess. that it was too late f/feedback on report. 8/15 Heard from PD and he doesn't know what status is, but he'll find out and get it to us. 8/18 received report w/revisions.	Lisa
Montana: 27	3/17/94	6/13/94	7/15/94	7/8	8/1	7/8 On vacation till July 18. 7/22 PD Is working on It now and H explained process. 8/1 Received report and documentation.	Lisa
Nebraska: 28	2/22/94	3/10/94	6/15/94	7/13	7/29	Spoke to Lisa Dye (402)471-4334, said they didn't get the report. H sent another copy on 7/13. 7/29 received report w/changes. 8/1 Received hard copy of report. 8/24 called & got years.	Diane
Nevada: 29	1/25/94	6/20/94	7/15/94	7/8 7/25 left message w/secret ary		will be back on 7/14. Will be In Next tues. & thurs.	Lisa
New Hampshire: 30	3/17/94	5/31/94	6/15/94	7/27 left message , on vacation till 8/3	7/29 received fax'd report	PD called Muphen & will be sending the info. 8/94 called & got years.	Muphen

New Jersey: 31	3/8/94	5/16/94	6/15/94	7/8		PD said they were looking at it and H explained what needed to be sent.	Muphen
New Mexico: 32	1/26/94	4/26/94	7/28/94	NA	5/16/94	5/16 Received report, instruments & documentation. 8/23 left mess. 9/6 called and got years.	Lisa
New York: 33	2/28/94	4/4/94	4/8/94	7/25 out	-	4/25 P.D. called lynn, said package was lost and just found it. Had questions and lynn gave her a two week extension. 7/29 left message w/Jacquee Albers (she will give it to Naomi) to call Gail & also gave her due date.	Lynn
North Carolina: 34	3/1/94	4/25/94	6/15/94	7/13 left message		Will be back 8/1.	Muphen
North Dakota: 35	3/17/94	5/10/94		7/13 left message 7/25 left message	8/8/94	7/26 Linda Johnson returned call. 7/27 H left message with due date. 7/28 PD left message 7/29 H left message for her to call Gail. 8/2 G called Linda Johnson who is out til 8/3. Left mess. 8/3 Received mess from LJ who had questions & held off on doing report. Project Officer said that was okay. G explained process to her and she will complete by end of week. 8/4 Received call from LJ about definition of years. 8/8 Received report w/doc.	Helena
Ohio: 36	2/4/94 ghs	2/25/94	2/28/94 to Steve	4/7/94		4/7 PD said maybe she would look at the report. She knows that if she doesn't then it is accepted as true.	Lynn

Oklahoma: 37	3/17/94	6/13/94	7/28/94	N A	7/7/94	7/7 Received report w/changes. 7/22 called and got years.	Lisa
Oregon: 38	3/17/94	6/20/94	7/28/94	7/13	8/15/94	7/13 PD is out till 7/25. 7/25 left message. 8/1 Received call f/LeClure. Staff viewed all docs & he's returning them overnight. He's leaving. New PD Judy Miller, Asst. Sup't in the Office of Student Services. 503-378-5585. Future corr. 8/15 Received report w/changes.	Lisa
Pennsylvania: 39	3/17/94	6/10/94	7/28/94	7/8 7/29 left message	8/8/94	7/8 PD said she wants written credit (edited by Dr. Marianne Sutter). 7/27 G called and left message. 8/1 Received return call and Dr. Sutter will do review on Thurs a.m. and return to us f/Friday. 8/4 Received call from MS who needed reassurance she's on the right track. Told her estimates would be ok. Explained connection between report & instruments. 8/4 Received mess. saying she spend 3.5 hours on it and is putting it in overnlight mail. 8/5 Received call from MS. 8/8 Received report w/doc. 8/94 called & got years.	Lisa

Rhode Island: 40	2/15/94	3/8/94	3/9/94 to Steve	N/A	3/15/94	3/15 H received a mesage from PD stating that some of the info. on report was never asked for. 3/16 H left a message with PD. 3/18 Cynthla Corbridge called H about report. 3/21 Cyn. called G and will call back after she reviews 1 yr. 3/22 Cyn. left message. 3/23 Cyn called to clarify some issues. 4/1 Cyn called H w/questions about evaluation. Fedexing instruments and report this afternoon, 4/4 recieved them.	Helena
South Carolina: 41	1/26/94	2/2/94	??	2/18/94	2/18 None	2/18 H called PD and PD tersely said that everything looked fine.	Helena
South Dakota: 42	1/25/94	6/21/94	7/28/94	7/13	7/22/94	Said she will look it over And either call or send the info. 7/22 received report w/revisions. 7/22 called and got years.	Lisa
Tennessee: 43	3/16/94	4/4/94	4/8/94	NA	5/2/94	5/2 Received report w/revisions.	Lynn
Texas: 44	2/7/94	2/23/94	*** 3/1	4/7/94 left message 7/13 left message			Lynn
Utah: 45	2/15/94	3/10/84	7/28/94	4/7/94 left message		4/1 1 PD left message w/H saying she received report but has questions. 4/12 H left message w/PD reffering her to Jodi.	Jodi

Vermont: 46	2/28/94	3/16/94	3/26/94 to Pete Hunt	N/A	4/4/94	4/4 Received report, instruments and documentation.	Jodi
Virginia: 47	2/18/94	5/16/94		NA	5/18/94	5/18 Scott Hurst called to clarify the report & instruments for Fran Myer. 5/23 S.H. left message that he will be out of town and if we had any questions to call Fran Myer 225-3210. 5/25 H called Fran and gave her an extension. 6/2 S.H. called Muphen w/the responses to her questions.	Muphen
Washington: 48	3/17/94	6/20/94	7/28/94	NA	7/11/94	7/11 Received report w/changes. 8/16 left mess. 8.17 PD left mess. 8/26 H called & set up a time to call on mon. 8/29 called & got yrs.	Lisa
West Virginia: 49	3/17/94	6/21/94	7/28/94	NA	7/12/94	7/12 Received report w/changes, documentation and instruments 7/22 called and got years.	Lisa

Wisconsin: 50	3/17/94	5/5/94	7/28/94	7/13	8/4/94	7/13 out of office till August 1. 7/25 left message for PD and program advisor. 7/28 Kim Delk (608-267-9354) called. Laurie is on vacation till 8/1 but knows the report needs to get back to us. 7/29 H left message for Kim or Laurie to call Gail. 8/1 Lori called G and left mess. G returned call and helped Lori locate report & instruments. She had them confused w/SHPPS survey & will complete by 8/5. 8/3 Received mess from LW. She's finished & needs to know whether to fedex. Told her to do so.	Helena
Wyoming: 51	3/17/94	4/21/94	8/2/94	NA	5/5/94	5/5 Called G and said they were fedexing the report & two pages are missing & will be sent late next week. G asked for instruments & years. Received report w/corrections. 6/30 PD called G w/additional info. on surveillance. 7/20 left message. 8/30 called & got years.	Helena
Territories							
American Samoa: 52	3/17/94	4/7/94	4/8/94	7/25 left message		vacation until August	Helena
Guam: 53	2/22/94	3/29/94	3/31/94 to Pete Hunt	7/25		no answer	Diane
Puerto Rico: 54	3/17/94	6/13/94	7/28/94	7/8	7/8	7/8 received report and documentation 7/22 called and got years.	Lisa

Virgin Islands: 55	2/25/94	5/16/94	6/15/94	7/8 left message	7/25/94	7/8 Sue Tyes 809-774-4976 called. 7/13 H called back and she will be sending the info. soon. 7/25 Received instrument w/changes. 8/18 h called and got years.	Muphen
Local Education Agencies (LEAs)							
Baltimore: 56	3/8/94	3/24/94	3/31/94 to Pete Hunt	4/7/94 left message	5/2	4/10 PD left message w/H saying she received report but has questions. H called PD and left message referring her to Lynn. 4/15 PD called H @ what to do w/the info. she revised. Told lynn to call her. 4/18 PD called G. Has made corrections and will be working on instruments. G went over procedure of what to send in. PD will send it in a week. 5/2 recieved report & instruments with revisions.	Lynn
Boston: 57	1/25/94	4/29/94	7/14/94	7/15		PD said she would try & look at it. H gave her the due date.	Lisa
Chicago: 58	2/22/94	3/10/94	6/14/94	7/25	8/1	3/14 S received call from office re letter from Kolbe. 7/25 working on it and will send by 8/1. H sent another copy of 87-88 instrument. 8/1 received report w/ changes, documentation & instruments. 8/23 called & got years.	Diane
Dallas: 59	3/1/94	4/25/94	6/14/94	7/8		PD hasn't looked at it yet.	Muphen

Denver: 60	3/1/94	3/18/94	7/14/94	N/A	3/22/94	3/22 PD called H, gave her an extension <u>untill</u> April 12. 4/22 Received report & instruments. H sent PD a fax of the page of report that needed documentation. 4/25 received fax providing the documentation.	Helena
Ft. Lauderdale: 61	3/17/94	5/31/94	6/15/84 N	A	6/15/94	6/15 Received report w/ changes. 8/26 Faxed another copy of site report to go over years.	Muphen
Jersey City: 62	2/18/94	4/22/94	6/14/94 N to Pete Hunt	A	4/26/94	4/26 PD called G. Said there are errors in Muphens abstracting. G gave PD a two week extension. Received report w/instruments.	Muphen
Los Angeles: 63	3/17/94	6/3/94	6/15/94 N	A	7/18	6/15 Claudia Baker called G and clarified what was needed. Stressed instruments, appropriate years, and documentation. Baker very willing to provide all information needed to reflect program activities. 7/18 Received reportw/changes and documentation. 8/3 Called CB to clarify dates. Left mess.	Gail
Miami (Dade Co.): 64	3/17/94	6/7/94	6/15/94	7/25 left message		6/20 PD called Jim and asked for an extension. 7/26 left message saying she was fedexing the report 7/27 H called and told PD to include years.	Muphen

New Orleans: 65	2/4/94	2/22/94	2/28/94 J delivered to Steve	7/22 left message			Lynn
Newark: 66	3/17/94	6/9/94	7/28/94	7/22 left message			Lisa
New York City: 67	2/17/94	3/15/94	3/26/94 to Pete Hunt	4/7/94 left message	5/12/94	4/7 PD left message w/H. 4/8 H called PD. He said he received the report and left message with Jodi. 4/8 Jodi gave him a two week extension. 5/12 received report w/revisions.	Jodi
Philadelphia: 68	2/16/94	2/23/94	*** 3/1	3/3/94 Wrong address on list	3/3/94	3/3/94 Received report back from Dr. Cathy Balsley with corrections & policy documentation. No instruments. 3/8/94 D called Balsley and explained that we need the instruments. We gave her 10 more days (3/18). 7/25 Dr. Balsey is on sick leave, call her the first week in August. 8/19 called & got years	Diane
San Diego: 69	1/25/94	5/25/94	6/15/94 resent 8/2/94	7/15 left message		7/22 PD called 7/22 H returned call (Jack Campana 619-293-8212). 7/29 G left message f/Campana. 8/1 Received mess from Catherine that JC is out til 8/15. 8/2 G called C and left mess. 8/3 received mess. f/C who can get in touch w/JC on vacation. in Boston Called C who will talk to JC about report.	Gail

San Francisco: 70	3/17/94	5/31/94	6/15/94	NA	6/27/94	6/13 PD called Muphen and M gave her an extenslon. 6/20 Received letter from PD. 6/27 Received report and instruments.	Muphen
Seattle: 71	3/1/94	4/25/94	6/15/94	7/8		PD gone for the summer.	Muphen

Variable' Information:

Name		Position
.EAR	FISCAL YEAR Format: F8.2	1-8
CAHNUM	CAH NUMBER Format: F2	9-10
CAHID	ID NUMBER Format: F7	11-17
CAHNAME	CAH NAME Format: A30	18-47
LEA-SEA	LEA /SEA Format: 58.2 Missing Values: 9.00 Value Label 1.00 SEA 2.00 LEA	48-55
Q1AK	NUMBR OFCHILDREN IN GRADE K Format: F6 Missing Values: 999999	56-61
Q1A1	# OF KIDS IN GRADE 1 Format: F6 Missing Values: 999999	62-67
Q1A2	# KIDS IN GRADE 2 Format: F6 Missing Values: 999999	68-73
Q1A3	# KIDS IN GRADE 3 Format: F6 Missing Values: 999999	74-79
Q - 4	# KIDS IN GRADE 4 Format: F6 Missing Values: 999999	80-85
Q1A5	# KIDS IN GRADE 5 Format: F6 Missing Values: 999999	86-91
Q1A6	# KIDS IN GRADE 6 Format: F6 Missing Values: 999999	92-97

Q1A7	# KIDS IN GRADE 7 Format: F6 Missing Values: 999999	98-103
Q1A8	# KIDS IN GRADE 8 Format: F6 Missing Values: 999999	104-109
Q1A9	# KIDS IN GRADE 9 Format: F6 Missing Values: 999999	110-115
Q1A10	# KIDS IN GRADE 10 Format: F6 Missing Values: 999999	116-121
Q1A11	# KIDS IN GRADE 11 Format: F6 Missing Values: 999999	122-127
Q1A12	# KIDS IN GRADE 12 Format: F6 Missing Values: 999999	128-133
Q1ACELEM	# KIDS IN ELEMENTARY Format: F6 Missing Values: 999999	134-139
Q1ACMIDD	8 KIDS IN ELEMEN Format: F6 Missing Values: 999999	140-145
Q1ACSEN	# KIDS IN SENIOR HIGH Format: F6 Missing Values: 999999	146-151
Q1AUELEM	# KIDS UNCLASSIFIED ELEMENTARY Format: F6 Missing Values: 999999	152-157
Q1AUSEC	# KIDS UNCLASSIFIED SECONDARY Format: F6 Missing Values: 999999	158-163
Q1B	# KIDS IN PRIVATE SCHOOL Format: F6 Missing Values: 999999	164-169
Q2ELEMEN	Q2 # TEACHERS ELEM Format: F6 Missing Values: 999999	170-175

Q2MIDDLE	Q2 # TEACHERS MIDDLE SCH Format: F6 Missing Values: 999999	176-181
Q2SENIOR	Q2 TEACHERS-SENIOR HIGH Format: F6 Missing Values: 999999	182-187
Q2TOTAL	Q2 TOTAL TEACHERS Format: F6 Missing Values: 999999	188-193
Q3ELEMEN	# ADMINISTRATORS ELEMENTARY Format: F6 Missing Values: 999999	194-199
Q3MIDDLE	# ADMIN-MIDDLE/JUNIOR HIGH Format: F6 Missing Values: 999999	200-205
Q3SENIOR	# ADMIN-SENIOR HIGH Format: F6 Missing Values: 999999	206-211
Q3TOTAL	TOTAL ADMINISTRATORS Format: F6 Missing Values: 999999	212-217
Q4ELEMEN	# NURSES-ELEMENTARY Format: F6 Missing Values: 999999	218-223
Q4MIDDLE	# NURSES-MIDDLE/JUNIOR HIGH Format: F6 Missing Values: 999999	224-229
Q4SENIOR	# NURSES-SENIOR HIGH Format: F6 Missing Values: 999999	230-235
Q4TOTAL	# NURSES-TOTAL Format: F6 Missing Values: 999999	236-241
Q5ELEMEN	# STAFF-ELEMENTARY Format: F6 Missing Values: 999999	242-247
Q5MIDDLE	# STAFF-MIDDLE/JUNIOR HIGH Format: F6 Missing Values: 999999	248-253

Q5SENIOR	# STAFF-SENIOR HIGH	254-259
	Format: F6	
	Missing Values: 999999	
_5TOTAL	# STAFF-TOTAL	260-265
	Format: F6	
	Missing Values: 999999	
Q6A	Q6A ST POLICY 4 HIV ED	266
	Format: F1	
	Missing Values: 0	
	Value Label	
	1 YES,	
	2 NO, POLICY RECOM	
	3 NO, POLICY DEVEL	
	4 NO POLICY	
	5 NO, POLICY PERMITTED HIV ED	
	8 LEA	
	9 MISSING	
Q6B	Q6B % DIST HAD HIV ED	267-269
	Format: F3	
	Missing Values: 999	
Q6C	Q6C % DIST IMLEM HIV ED	270-272
	Format: F3	
	Missing Values: 999	
Q7A	Q7A DISTRICT POLICY HIV ED	273
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES,	
	2 NO, POLICY RECOM	
	3 NO, POLICY DEVEL	
	4 NO POLICY	
	5 NO, POLICY PERMITTED HIV ED	
	8 SEA	
	9 M MISSING	
Q7B	Q7B % SCH W/POLICY	274-276
	Format: F3	
	Missing Values: 999	
Q7C	Q7C SCH IMLEM POLICY	277-279
	Format: F3	
4	Missing Values: 999	

Q8

Q8 POLICY DEVEL?

Format: F1

Missing Values: 9

Value	Label
1	LEGISLATIVE ORDER
2	GOVERNOR'S EXEC
3	SCH BOARD DEC.
4	OTHER
5	LEG ORDER/GOV'S ACT
6	LEG ORDER/SCH BRD
7	LEG/GOV'S/SCH BRD
8	NA, NO POL
9 M	MISSING

281-310

Q8SPEC

SPECIFY

Format: A30

311

Q9

DESCRIBE POLICY -YES/NO

Format: F1

Missing Values: 9

312

Q10A1

Q10A1 PUB ELEMENTARY

For-mat: F1

Missing Values: 9

Value	Label
0	NO
1	REQUIRED
2	RECOMMENDED
3	PERMITTED
8	NA, NO POLICY
9 M	MISSING

313

Q10A2

Q10A2 PUB JR HIGH

Format: F1

Missing Values: 9

Value	Label
0	NO
1	REQUIRED
2	RECOMMENDED
3	PERMITTED
a	NA, NO POLICY
9 M	MISSING

Q10A3

Q10A3 PUB SR HIGH

314

Format: F1

Missing Values: 9

Value Label

0 NO
1 REQUIRED
2 RECOMMENDED
3 PERMITTED
8 NA, NO POLICY
9 M MISSING

Q10A4

Q10A4 APP PRIVATE

315

Format: F1

Missing Values: 9

Value Label

0 NO
1 REQUIRED
2 RECOMMENDED
3 PERMITTED
8 NA, NO POLICY
9 M MISSING

Q10A5

Q10A5 UNAP PRIVATE

316

Format: F1

Missing Values : 9

Value Label

0 NO
1 REQUIRED
2 RECOMMENDED
3 PERMITTED
8 NA, NO POLICY
9 M MISSING

Q10A6

Q10A6 OUT OF SCHOOL YOUTH

317

Format: F1

Missing Values: 9

Value Label

0 NO
1 REQUIRED
2 RECOMMENDED
3 PERMITTED
8 NA, NO POLICY
9 M MISSING

Q10A7 Q10A7 SPEC POP 318
 Format: F1
 Missing Values: 9

Value	Label
0	NO
1	REQUIRED
2	RECOMMENDED
3	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q10A8 Q10A8 OTHER 319
 Format: F1
 Missing Values: 9

Value	Label
0	NO
1	REQUIRED
8	NA, NO POLICY

Q10ASPEC OTHER SPECIFY 320-349
 Format: A30

Q91 Q91 COVERAGE OF ALL STUDENTS 350-357
 Format: F8.2
 Missing Values: 9.00

Value	Label
1.00	REQUIRED
2.00	RECOMMENDED
3.00	PERMITTED
8.00	NA, NO POLICY
9.00 M	MISSING

Q10B Q10B EXCLUDE YOUTH? 358
 Format: F1
 Missing Values: 9

Value	Label
1	YES
2	NO
8	NA
9 M	MISSING

Q10BSPEC SPECIFY 359-388
 Format: A30

Q111 **Q111 GUIDANCE-REQ CURRIC** 389
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
a	MISSING
9 M	NA

Q112 **Q112 GUIDANCE-REC CURRIC** 390
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
a	MISSING
9 M	NA

Q113 **Q113 GUIDANCE-REQ GUIDELINES** 391
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	MISSING
9 M	NA

Q114 **Q114 GUIDANCE-REC GUIDELINES** 392
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
a	MISSING
9 M	NA

Q115 **Q115 GUIDANCE-MANDATED COMPET** 393
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
a	MISSING
9 M	NA

4116	Q116 GUIDANCE-REC COMPET	394
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a MISSING	
	9 M NA	
Q92	Q92 MIN HIV ED.	395-402
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
	1.00 REQUIRED	
	2.00 RECOMMENDED	
	3.00 PERMITTED	
	a.00 NA, NO POLICY	
	9.00 M MISSING	
Q12K	12 HRS OF EDUC GRADE K	403-405
	Format: F3	
	Missing Values: 999	
Q121	12 HRS OF EDUC GRADE 1	406-408
	Format: F3	
	Missing Values: 999	
Q122	12 HRS OF EDUC GRADE 2	409-411
	Format: F3	
	Missing Values: 999	
Q123	12 HRS OF EDUC GRADE 3	412-414
	Format: F3	
	Missing Values: 999	
Q124	12 HRS OF EDUC GRADE 4	415-417
	Format: F3	
	Missing Values: 999	
Q125	12 HRS OF EDUC GRADE 5	418-420
	Format: F3	
	Missing Values: 999	
Q126	12 HRS OF EDUC GRADE 6	421-423
	Format: F3	
	Missing Values: 999	
Q127	12 HRS OF EDUC GRADE 7	424-426
	Format: F3	
	Missing Values: 999	

Q128	12 HRS OF EDUC GRADE 8 Format: F3 Missing Values: 999	427-429
Q129	12 HRS OF EDUC GRADE 9 Format: F3 Missing Values: 999	430-432
41210	12 HRS OF EDUC GRADE 10 Format: F3 Missing Values: 999	433-435
Q1211	12 HRS OF EDUC GRADE 11 Format: F3 Missing Values: 999	436-438
41212	12 HRS OF EDUC GRADE 12 Format: F3 Missing Values: 999	439-441
Q12CELEM	HOURS OF EDUC-ELEMENTARY Format: F3 Missing Values: 999	442-444
Q12CMIDD	HOURS OF EDUC-MIDDLE Format: F3 Missing Values: 999	445-447
Q12CSEN	HOURS OF EDUC-SENIOR HIGH Format: F3 Missing Values: 999	448-450
Q12END1	HOURS OF ED-BY THE END OF SEVERAL GRADES Format: F3 Missing Values : 999	451-453
Q12END2	HOURS OF ED-BY THE END OF SEVERAL GRADES Format: F3 Missing Values: 999	454-456
Q12END3	HOURS OF ED-BY THE END OF SEVERAL GRADES Format: F3 Missing Values: 999	457-459

Q93

Q93 AT LEAST 10-15 HRS

460-467

Format: F8.2

Missing Values: 9.00

Value Label

1.00 REQUIRED
2.00 RECOMMENDED
3.00 PERMITTED
8.00 NA, NO POLICY
9.00 M MISSING

Q13A1

Q13A1 REQ CERT

468

Format: F1

Missing Values: 9

Value Label

0 NOT REQUIRED
1 REQUIRED
2 RECOMMENDED
3 PERMITTED
a NA, NO POLICY

Q13A2

Q13A2 REQ SPEC TRAIN

469

Format: F1

Missing Values: 9

Value Label

0 NOT REQUIRED
1 REQUIRED
2 RECOMMENDED
3 PERMITTED
8 NA, NO POLICY

Q13A3

Q13A3 SPECIAL CREDEN

470

Format: F1

Missing Values: 9

Value Label

0 NOT REQUIRED
1 REQUIRED
2 RECOMMENDED
3 PERMITTED
a NA, NO POLICY

Q161	4161 HEALTH DEPT Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO POLICY 9 M MISSING	580
Q162	Q162 DEPT ED Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO POLICY 9 M MISSING	581
Q163	Q163 PARENT, TEACHER Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO POLICY 9 M MISSING	582
Q164	Q164 MINORITY GROUPS Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA , NO POLICY 9 M MISSING	583
Q165	Q165 RELIGIOUS ORG Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO POLICY 9 M MISSING	584

4166	4166 MEDICAL Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA, NO POLICY 9 M MISSING	585
Q167	Q167 UNIV Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA, NO POLICY 9 M MISSING	586
Q168	Q168 HIV/AIDS Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 2 NA, NO POLICY 9 M MISSING	587
Q169	Q169 OTHER Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA, NO POLICY 9 M MISSING	568
Q169SPEC	PARTICIPATING AG-OTHER SPEC Format: A30	589-618

Q17 Q17 REQ STATE ASSISTANCE TO DISTRICT 619
Format: F1
Missing Values: 9

Value	Label
1	REQUIRED
2	NOT REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY

Q18 Q18 REQ CITY ASSISTANCE TO SCHOOLS 620
Format: F1
Missing Values: 9

Value	Label
1	REQUIRED
2	NOT REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY

Q19 Q19 REPORT CSHE 621
Format: F1
Missing Values: 9

Value	Label
1	YES, REQ CSHE
2	YES, REC CSHE
3	NO CURRIC DEVEL
4	NO CSHE CURRIC
5	YES, PERMITTED CSHE
9 M	MISSING

Q201 Q201 INJURY 622
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q202

Q202 VIOLENCE

623

Format: F1

Missing Values: 9

Value Label

0 NO
1 YES
2 REQUIRED
3 RECOMMENDED
4 PERMITTED
8 NA, NO POLICY
9 M MISSING

Q203

Q203 SUICIDE

624

Format: Fi

Missing Values: 9

Value Label

0 NO
1 YES
2 R & R E D
3 RECOMMENDED
4 PERMITTED
8 NA, NO POLICY
9 M MISSING

Q204

Q204 TOBACCO

625

Format: F1

Missing Values : 9

Value Label

0 NO
1 YES
2 REQUIRED
3 RECOMMENDED
4 PERMITTED
8 NA, NO POLICY
9 M MISSING

Q205

Q205 ALCOHOL

626

Format: F1

Missing Values: 9

Value Label, 1

0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9	M MISSING

Q206

4206 PREGNANCY

627

Format: F1

Missing Values: 9

Value Label

0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA , NO POLICY
9	M MISSING

Q207

Q207 HIV

628

Format: F1

Missing Values: 9

Value Label

0	NO
1	YES
2	REQUIRE3
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9	M MISSING

Q208

Q208 STDS

629

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q209

Q209 NUTRITION

630

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NX, NO POLICY
9 M	MISSING

Q2010

Q2010 PHYS ACTIVITY

631

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q2011 Q2011 OTHER1 632
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
2	REQUIRED
-3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q2011SPE TOPICS-OTHER 1 SPECIFY 633-662
Format: A30

42012 42012 OTHER 2 663
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q2012SPE TOPICS-OTHER 2 SPEC 664-693
Format: A30

Q2013 Q2013 OTHER 3 694
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q2013SPE TOPICS-OTHER 3 SPEC 695-724
Format: A30

Q2014 Q2014 OTHER 4 725

Format: F1

Missing Values: 9

Value	Label
0	NC
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q2014SPE TOPICS-OTHER 4 SPECIFY 726-755
Format: A30

Q2015 Q2015 OTHER 5 756
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q2015SPE TOPICS-OTHER 5 SPECIFY 757-786
Format: A30

Q2016 Q2016 OTHER 6 787
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q2016SPE TOPICS-OTHER 6 SPECIFY 788-817
Format: A30

Q21 Q21 REQ HIV ED IN CSHE
Format: F1
Missing Values: 9

818

Value	Label
1	YES, RECOMMENDED
2	YES, REQUIRED
3	NO, NOT REC/REQ
4	NO, PERMITTED
8	NA, NO HIV ED POL
9 M	MISSING

Q221 Q221 STAFF TRAINING
Format: F1
Missing Values: 9

819

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA , NO POLICY
9 M	MISSING

4222 4222 PWH
Format: F1
Missing Values: 9

820

Value	Label
	NO
	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA , NO POLICY
9 M	MISSING

Q223 Q223 BODY FLUIDS
Format: F1
Missing Values: 9

821

Value	Label
0	NO
1	YES
2	REQUIRED
3	RECOMMENDED
4	PERMITTED
8	NA, NO POLICY
9 M	MISSING

Q224	Q224 SPEC POP	822
	Format: F1	
	Kissing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	2 REQUIRED	
	3 RECOMMENDED	
	4 PERMITTED	
	8 NA, NO POLICY	
	9 M MISSING	
Q225	Q225 OTHER	823
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	2 REQUIRED	
	3 RECOMMENDED	
	4 PERMITTED	
	8 NA, NO POLICY	
	9 M MISSING	
Q225SPEC	Q225 SPECIFY	824-853
	Format: A30	
Q231	% POLICIES-STAFF TRAINING	854-856
	Format: F3	
	Missing Values: 999	
Q232	% POLICIES-PERSONS /W HIV	857-859
	Format: F3	
	Missing Values: 999	
Q233	% POLICIES-BODY FLUIDS	860-862
	Format: F3	
	Missing Values: 999	
Q234	% POLICIES DIST-SPECIAL POPULATIONS	863-865
	Format: F3	
	Missing Values: 999	
Q235	% POLICIES DIST-OTHER	866-868
	Format: F3	
	Missing Values: 999	
Q235SPEC	% POLICIES DIST-OTHER SPECIFY	869-898
	Format: A30	

Q241	% POLICIES JUR-STAFF TRAINING Format: F3 Missing Values: 999	899-901
Q242	% POLICIES JUR-PERSONS W/HIV Format: F3 Missing Values: 999	902-904
Q243	% PERSONS JUR-SPECIAL POPULATIONS Format: F3 Missing Values: 999	905-907
Q244	% JUR-SPECIAL POPULATIONS Format: F3 Missing Values: 999	908-910
Q245	% POLICIES JUR-OTHER Format: F3 Missing Values: 999	911-913
Q245SPEC	% POLICIES JUR-OTHER SPECIFY format: A30	914-943
Q25A1	Q25A1 LOCAL ADMIN Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO POLICY 9 M MISSING	944
Q25A2	Q25A2 DIST ADMIN Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO POLICY 9 M MISSING	945

Q25A3	Q25A3 TEACHERS	946
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q25A4	Q25A4 PARENTS	947
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q25A5	Q25A5 STUDENTS	948
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q25A6	Q25A6 COMM LEADERS	949
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q25A7	CAH COOP. W/ NURSES , DR.	950-957
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
	.00 NO	
	1.00 YES	
	8.00 NA, NO POLICY	
	9.00 M INFORMATION MISSING	

Q25A8	CAH COOP. W/ COMMUNITY ORG.	958-965
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
	.00 NO	
	1.00 YES	
	8.00 NA, NO POLICY	
	9.00 M INFORMATION MISSING	
Q25B	Q25B OBSTACLE	966
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	9 M MISSING	
Q26A	Q26A NEEDS ASSESS	967
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO NEEDS ASSESS	
	3 NA	
	9 M MISSING	
Q26B1	Q26B1 NEEDS ASSESS-FOCUS GROUPS	968
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q26B2	Q26B2 NEEDS ASSESSMENT-INTERVIEWS	969
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	

Q26B3 Q26B3 NEEDS ASSESS-INTER W/ INFORMANTS**970**

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q26B4 Q26B4 NEEDS ASSESS-KAB SURVEYS**971**

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q26B5 Q26B5 NEEDS ASSESS-DATA COLLECT**972**

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q26B6 Q26B6 OTHER**973**

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q26B6SPE Q26B6 OTHER SPECIFY**974-1003**

Format: A30

Q27	DISTRICTS-NEEDS ASSESSMENT Format: F1 Missing Values: 9	1004												
	<table border="0"> <tr> <th style="text-align: left;">Value</th> <th style="text-align: left;">Label</th> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>2</td> <td>NO NEEDS ASSES</td> </tr> <tr> <td>3</td> <td>NO CURRIC</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	1	YES	2	NO NEEDS ASSES	3	NO CURRIC	a	NA	9 M	MISSING	
Value	Label													
1	YES													
2	NO NEEDS ASSES													
3	NO CURRIC													
a	NA													
9 M	MISSING													
Q281	Q281 TEACHERS Format: F1 Missing Values: 9	1005												
	<table border="0"> <tr> <th style="text-align: left;">Value</th> <th style="text-align: left;">Label</th> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	a	NA	9 M	MISSING			
Value	Label													
0	NO													
1	YES													
a	NA													
9 M	MISSING													
Q282	Q282 PARENTS Format: F1 Missing Values: 9	1006												
	<table border="0"> <tr> <th style="text-align: left;">Value</th> <th style="text-align: left;">Label</th> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING			
Value	Label													
0	NO													
1	YES													
8	NA													
9 M	MISSING													
Q283	Q283 ADMIN Format: F1 Missing Values: 9	1007												
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Value	Label													
0	NO													
1	YES													
a	NA													
9 M	MISSING													

Q284	Q284 STUDENTS Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1008
Value	Label											
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1	YES											
8	NA											
9 M	MISSING											
Q285	Q285 SCH NURSES Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1009
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
Q286	Q286 UNI REPRES Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1010
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
Q287	Q287 DRS Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>KISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	KISSING	1011
Value	Label											
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1	YES											
8	NA											
9 M	KISSING											
Q288	Q288 OTH HLTH CRE PROVIDER Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1012
Value	Label											
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1	YES											
8	NA											
9 M	MISSING											

Q289	Q289 DEP OF EDUC	1013
	Format: F1	
	Missing Values: 9	
	Value Label	
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	1 YES	
	8 NA	
	9 M MISSING	
Q2810	Q2810 DEPT OF PUB HLTH	1014
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a N A	
	9 M MISSING	
Q2811	Q2811 RELIG ORG	1015
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q2812	Q2812 SPEC GRP	1016
	Format: F1	
	Missing Values: 9	
	Value Label	
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	1 YES	
	a NA	
	9 M MISSING	
Q2813	Q2813 HIV/AIDS ORGANIZ	1017
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	

Q2814	Q2814	MINORITY ORGANIZ	1018
	Format: F1		
	Missing Values: 9		
	Value	Label	
	0	NO	
	1	YES	
	8	NA	
	9 M	MISSING	
Q2815	Q2815	OTHER	1019
	Format: F1		
	Missing Values: 9		
	Value	Label	
	0	NO	
	1	YES	
	8	NA	
	9 M	MISSING	
Q2815SPE	OTHER-SPECIFY		1020-1049
	Format: A30		
Q29	Q29	RANGE OF INDIVID	1050
	Format: F1		
	Missing Values: 9		
	Value	Label	
	1	YES	
	2	NO	
	8	NA	
	9 M	MISSING	
Q301	Q301	TASK FORCE	1051
	Format: F1		
	Missing Values: 9		
	Value	Label	
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	1	YES	
	8	NA	
	9 M	MISSING	

Q302	Q302	COMMITTEE	1052
	Format:	F1	
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	Value	Label	
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	1	YES	
	8	NA	
	9 M	MISSING	
4303	4303	SPEC CONS	1053
	Format:	F1	
	Missing	Values: 9	
	Value	Label	
	0	N O	
	1	YES	
	8	NA	
	9 M	MISSING	
4304	4304	OTH	1054
	Format:	F1	
	Missing	Values: 9	
	Value	Label	
	0	NO	
	1	YES	
	8	NA	
	9 M	MISSING	
Q304SPEC	OTHER-SPECIFY		1055-1084
	Format:	A30	
Q31	Q31	CURRIC REC/MAND	1085
	Format:	F1	
	Missing	Values: 9	
	Value	Label	
	0	NO	
	1	YES	
Q32	CURRICULUM USED IN JUR.		1086
	Format:	F1	
	Missing	Values: 9	

0331	4331 PEER ED	1087
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q332	Q332 PARENT TRAIN	1088
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA , NO POLICY	
	9 M MISSING	
4333	4333 PRESENT BY PWA	1089
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q334	Q334 PRESENT COMM ORG	1090
	Format: F1	
	Kissing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q335	Q335 OTHER	1091
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M HISSING	

Q335SPEC

OTHER-SPECIFY

1092-1121

Format: A30

336

THEATER PRESENTATIONS

1122-1129

Format: F8.2

Missing Values: 9.00

Value Label

.00 NO
1.00 YES
8.00 NA, NO POLICY
9.00 M INFORMATION MISSING

Q341

Q341 PEER ED

1130

Format: F1

Missing Values: 9

Value Label

0 NO
1 YES
8 NA, NO POLICY
9 M MISSING

Q342

Q342 PARENT TRAIN

1131

Format: F1

Missing Values: 9

Value Label

0 NO
1 YES
8 NA, NO POLICY
9 M MISSING

4343

4343 PRESENT BY PWA

1132

Format: F1

Missing Values: 9

Value Label

0 NO
1 YES
8 NA, NO POLICY
9 M MISSING

Q344 4344 PRESENT COMM ORG 1133
 Format: F1
 Missing Values: 9

Value	Label
0	NO
1	YES
a	NA, NO POLICY
9 M	MISSING

4345 Q345 OTHER 1134
 Format: F1
 Missing Values: 9

Value	Label
0	NO
1	YES
a	NA, NO POLICY
9 M	MISSING

Q345SPEC ROUT INT-OTHER SPECIFY 1135-1164
 Format: A30

Q346 Q346 THEATER PRESENTATIONS 1165-1172
 Format: ra.2
 Missing Values: 9

Value	Label
.00	NO
1.00	YES
8.00	NA, NO POLICY
9.00 M	INFORMATION MISSING

Q35 Q35 PILOT TEST 1173
 Format: F1
 Missing Values: 9

Value	Label
1	YES
2	NO
a	NA
9 M	MISSING

Q36	Q36 REV RECOMM Format: F1 Missing Values: 9 Value Label 1 YES 2 NO a NA 9 M MISSING	1174
Q37	Q37 REV PAST 2 YRS Format: F1 Missing Values: 9 Value Label 1 YES 2 NO a NA 9 M MISSING	1175
Q381	Q381 PRACT SKILLS BUILD Format: F1 Missing Values: 9 Value Label 0 NOT INCLUDED 1 INCLUDED 2 SUBSTANTIAL EFF a NA 9 M MISSING	1176
Q382	Q382 FUNCTIONAL KNOWLEDGE Format: F1 Missing Values: 9 Value Label 0 NOT INCLUDED 1 INCLUDED 2 SUBSTANTIAL EFF a NA 9 M MISSING	1177

Q383	Q383 VULNERABLE PERCEP	1178
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NOT INCLUDED	
	1 INCLUDED	
	2 SUBSTANTIAL EFT	
	8 NA	
	9 M MISSING	
Q384	Q384 HIV ATTITUDES	1179
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NOT INCLUDED	
	1 INCLUDED	
	2 SUBSTANTIAL EFF	
	8 NA	
	9 M MISSING	
Q385	4385 ABSTINENCE	1180-1187
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
	.00 NOT INCLUDED	
	1.00 INCLUDED	
	2.00 SUBSTANTIAL EFF	
	8.00 NA	
	9.00 M MISSING	
Q386	Q386 CONDOM USE	1188-1195
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
	.00 NOT INCLUDED	
	1.00 INCLUDED	
	2.00 SUBSTANTIAL EFF.	
	8.00 NA	
	9.00 M INFORMATION MISSING	
Q39K	STUDENTS RECEIVED HIV ED-GRADE K	1196-1201
	Format: F6	
	Missing Values: 999999	

Q391	STUDENTS RECEIVED HIV ED-GRADE 1 Format: F6 Missing Values: 999999	1202-1207
Q392	STUDENTS RECEIVED HIV ED-GRADE 2 Format: F6 Missing Values: 999999	1208-1213
Q393	STUDENTS RECEIVED HIV ED-GRADE 3 Format: F6 Missing Values: 999999	1214-1219
Q394	STUDENTS RECEIVED XIV ED-GRADE 4 Format: F6 Missing Values: 999999	1220-122s
Q395	STUDENTS RECEIVED HIV ED-GRADE 5 Format: F6 Missing Values: 999999	1226-1231
Q396	STUDENTS RECEIVED HIV ED-GRADE 6 Format: F6 Missing Values : 999999	1233-1237
Q397	STUDENTS RECEIVED HIV ED-GRADE 7 Format: i6 Missing Values: 999999	1238-1243
Q398	STUDENTS RECEIVED HIV ED-GRADE 8 Format: F6 Missing Values: 999999	1244-1249
Q399	STUDENTS RECEIVED HIV ED-GRADE 9 Format: F6 Missing Values: 999999	1250-1255
Q3910	STUDENTS RECEIVED HIV ED-GRADE 10 Format: F6 Missing Values: 999999	1256-1261
Q3911	STUDENTS RECEIVED HIV ED-GRADE 11 Format: F6 Missing Values: 999999	1262-1267
Q3912	STUDENTS RECEIVED HIV ED-GRADE 12 Format: F6 Missing Values: 999999	1268-1273
Q39CELEM	STUDENTS RECEIVED HIV ED-ELEMENTARY Format: F6 Missing Values: 999999	1274-1279

Q39CMIDD	STUDENTS RECEIVED HIV ED-MIDDLE/JUNIOR HIGH	1280-1285
	Format: F6	
	Missing Values: 999999	
Q39CSEN	STUDENTS RECEIVED HIV ED-SENIOR	1286-1291
	Format: F6	
	Missing Values: 999999	
Q40	Q40 STAFF TRAIN	1292
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
	9 M MISSING	
Q41	Q41 NEEDS ASSESS	1293
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
	a NA	
	9 M INFORMATION MISSING	
Q411	Q41B1 FOCUS GROUPS	1294
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	
Q412	Q41B2 INTERVIEW PARTIC	1295
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	

Q413	Q41B3	INTERVIEW KEY INFR	1296
	Format:	F1	
	Missing	Values: 9	
	Value	Label	
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	1	YES	
	8	NA	
	9	M MISSING	
4414	Q41B4	KAB SURV	1297
	Format:	F1	
	Missing	Values: 9	
	Value	Label	
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	1	YES	
	8	NA	
	9	M MISSING	
Q415	Q41B5	DATA COLL	1298
	Format:	F1	
	Missing	Values: 9	
	Value	Label	
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	1	YES	
	8	NA	
	9	M MISSING	
Q416	Q41B6	OTHER	1299
	Format:	F1	
	Missing	Values: 9	
	Value	Label	
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	1	YES	
	a	NA	
	9	M MISSING	
Q416SPEC	OTHER	SPECIFY	1300-1329
	Format:	A30	

Q421	Q421 SKILLS BLDG Format: F1 Missing Values: 9	1330												
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Value	Label													
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1	INCLUDED													
2	SUBSTANTIAL EFF.													
8	NA													
9 M	MISSING													
Q422	Q422 ATTITUDES Format: F1 Missing Values: 9	1331												
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Value	Label													
0	NOT INCLUDED													
1	INCLUDED													
2	SUBSTANTIAL EFF.													
8	NA													
9 M	MISSING													
Q423	Q423 COMFORT Format: F1 Missing Values: 9	1332												
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Value	Label													
0	NOT INCLUDED													
1	INCLUDED													
2	SUBSTANTIAL EFF.													
8	NA													
9 M	MISSING													
Q424	Q424 FACTS ABT HIV Format: F1 Missing Values: 9	1333												
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Value	Label													
0	NO? INCLUDED													
1	INCLUDED													
2	SUBSTANTIAL EFF.													
8	NA													
9 M	MISSING													

Q425	Q425 HIV POL	1334
	Format: F1	
	Missing Values: 9	
	Value Label	
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	1 INCLUDED	
	2 SUBSTANTIAL EFF.	
	8 NA	
	9 M MISSING	
Q426	Q426 VULNERABILITY TO HIV	1335-1342
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
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	1.00 INCLUDED	
	2.00 SUBSTANTIAL EFF.	
	8.00 NA	
	9.00 M MISSING	
Q43	Q43 TRAIN PRETESTED	1343
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
	8 NA	
	9 M INFORMATION MISSING	
Q44	Q44 TEACH TRAIN REV	1344
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
	8 NA	
	9 M INFORMATION MISSING	
Q451	Q451 HOURS-TEACHERS	1345-1347
	Format: F3	
	Missing Values: 999	
Q452	Q452 HOURS-ADMIN	1348-1350
	Format: F3	
	Missing Values: 999	

Q453	4453 HOURS-NURSES Format: F3 Missing Values: 999	1351-1353
4454	4454 HOURS-OTHER STAFF Format: F3 Missing Values: 999	1354-1356
Q941	Q941 3 DAY TRAINING Format: F8.2 Missing Values: 9.00 Value Label .00 NO 1.00 YES 8.00 NA, NO POLICY 9.00 M INFORMATION MISSING	1357-1364
Q942	Q942 2 DAY TRAINING Format: F8.2 Missing Values: 9.00 Value Label .00 NO 1.00 YES 8.00 NA, NO POLICY 9.00 M INFORMATION MISSING	1365-1372
Q943	Q943 1 DAY TRAINING Format: F8.2 Missing Values: 9.00 Value Label .00 NO 1.00 YES 8.00 NA, NO POLICY 9.00 M INFORMATION MISSING	1373-1380
Q944	Q944 1/2 DAY TRAINING Format: F8.2 Missing Values: 9.00 Value Label .00 NO 1.00 YES 8.00 NA, NO POLICY 9.00 M INFORMATION MISSING	1381-1388

Q46	Q46 FORMAT OF TRAINING	1389
	Format: F1	
	Missing Values: 1	
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	1 M YES	
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	9 MISSING	
Q47K	Q47 TEA TRAINING GRADE K	1390-1394
	Format: F5	
	Missing Values: 99999	
Q471	Q471 TEA TRAINING GRADE 1	1395-1399
	Format: F5	
	Missing Values: 99999	
Q472	Q472 TEA TRAINING GRADE 2	1400-1404
	Format: F5	
	Missing Values: 99999	
4473	4473 TEA TRAINING GRADE 3	1405-1409
	Format: F5	
	Missing Values: 99999	
Q474	Q474 TEA TRAINING GRADE 4	1410-1414
	Format: F5	
	Missing Values: 99999	
4475	4475 TEA TRAINING GRADE 5	1415-1419
	Format: F5	
	Missing Values: 99999	
4476	Q476 TEA TRAINING GRADE 6	1420-1424
	Format: F5	
	Missing Values: 99999	
4477	4477 TEA TRAINING GRADE 7	1425-1429
	Format: F5	
	Missing Values: 99999	
Q478	Q478 TEA TRAINING GRADE 8	1430-1434
	Format: F5	
	Missing Values: 99999	
Q479	Q479 TEA TRAINING GRADE 9	1435-1439
	Format: F5	
	Missing Values: 99999	
44710	Q47 TEA TRAINING GRADE 10	1440-1444
	Format: F5	
	Missing Values: 99999	

44711	Q47 TEA TRAINING GRADE 11 Format: F5 Missing Values: 99999	1445-1449
Q4712	Q47 TEA TRAINING GRADE 12 Format: F5 Missing Values: 99999	1450-1454
Q47CELEM	TEACHERS TRAINED-ELEMEN Format: F5 Missing Values: 99999	1455-1459
Q47CMIDD	TEACHERS TRAINED-MIDDLE/JUNIOR HIGH Format: F5 Missing Values: 99999	1460-1465
Q47CSEN	TEACHERS TRAINED-SENIOR HIGH Format: F5 Missing Values: 99999	1465-1469
Q47TOTAL	Q47 TOTAL TEACH TRAINED Format: F5 Missing Values: 99999	1470-1474
Q48	Q48 TRAIN ADMIN Format: F1 Missing Values : 9 Value Label 1 YES 2 NO 8 NA 9 M INFORMATION MISSING	1475
Q48TOTAL	Q48TOTAL # ADMINIS Format: F5 Missing Values: 99999	1476-1480
Q49	Q49 TRAIN NURSES Format: F1 Missing Values: 9 Value Label 1 YES 2 NO a NA 9 M INFORMATION MISSING	148'1
Q49TOTAL	Q49TOTAL # SCH NURS Format: F5 Missing Values: 99999	1482-1486

Q50	Q50 TRAIN STAFF	1487
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
	8 NA	
	9 M INFORMATION MISSING	
Q50TOTAL	QSOTOTAL # OTH SCH STAFF TX	1488-1492
	Format: F5	
	Missing Values: 99999	
Q51K	TEACHERS TAUGHT HIV-GRADE K	1493-1497
	Format: F5	
	Missing Values: 99999	
Q511	TEACHERS TAUGHT HIV-GRADE 1	1498-1502
	Format: F5	
	Missing Values : 99999	
Q512	TEACHERS TAUGHT HIV ED-GRADE 2	1503-1507
	Format: F5	
	Missing Values: 99999	
Q513	TEACHERS TAUGHT HIV-GRADE 3	1508-1512
	Format: F5	
	Missing Values: 99999	
Q514	TEACHERS TAUGHT HIV-G-E 4	1513-1517
	Format: F5	
	Missing Values: 99999	
Q515	TEACHERS TAUGHT HIV-GRADE 5	1518-1522
	Format: F5	
	Missing Values: 99999	
Q516	TEACHERS TAUGHT HIV-GRADE 6	1523-1527
	Format: F5	
	Missing Values: 99999	
Q517	TEACHERS TAUGHT HIV-GRADE 7	1528-1532
	Format: F5	
	Missing Values: 99999	
Q518	TEACHERS TAUGHT HIV-GXADE 8	1533-1537
	Format: F5	
	Missing Values: 99999	
Q519	TEACHERS TAUGHT HIV-GRADE 9	1538-1542
	Format: F5	
	Missing Values: 99999	

Q5110	TEACHERS TAUGHT HIV-GRADE 10	1543-1547
	Format: F5	
	Missing Values: 99999	
Q5111	TEACHERS TAUGHT HIV-GRADE 11	1548-1552
	Format: F5	
	Missing Values: 99999	
Q5112	TEACHERS TAUGHT HIV-GRADE 12	1553-1557
	Format: F5	
	Missing Values: 99999	
Q51CELEM	TEACHERS TAUGHT HIV-ELEMEN	1558-1562
	Format: F5	
	Missing Values: 99999	
Q51CMIDD	TEACHERS TAUGHT HIV-MIDDLE/JUNIOR HIGH	1563-1567
	Format: F5	
	Missing Values: 99999	
Q51CSEN	TEACHERS TAUGHT HIV-SENIOR	1568-1573
	Format: F5	
	Missing Values: 99999	
Q51TOTAL	TOTAL TEACHERS TAUGHT HIV ED	1574-1578
	Format: F6	
	Missing Values: 999999	
Q52	% TEACHERS TRAINED	1579-158:
	Format: F3	
	Missing Values: 999	
Q531	INJURY PREVENTION	1582
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M INFORMATION MISSING	
Q532	VIOLENCE PREVENTION	1583
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M INFORMATION MISSING	

4533	TOBACCO USE PREVENTION Format: F1 Missing Values: 9	1584
	Value Label 0 NO 1 YES 8 NA 9 M INFORMATION MISSING	
4534	AOD Format: F1 Missing Values: 9	1585
	Value Label 0 N O 1 YES 8 NA 9 M INFORMATION MISSING	
4535	PREGNANCY PREVENTION Format: F1 Missing Values: 9	1586
	Value Label 0 NO 1 YES 8 NA 9 M INFORMATION MISSING	
Q536	OTHER STD PREVENTION Format: F1 Missing Values: 9	1587
	Value Label 0 NO 1 YES a NA 9 M INFORMATION MISSING	
4537	NUTRITION AND DIETARY BEHAVIOR Format: F1 Missing Values: 9	1588
	Value Label 0 NO 1 YES 8 NA 9 M INFORMATION MISSING	

Q538	PHYSICAL ACTIVITY Format: F1 Missing Values: 9	1 5 8 9
	Value Label 0 NO 1 YES 8 NA 9 M INFORMATION MISSING	
Q539	MENTAL AND EMOTIONAL HEALTH Format: F1 Missing Values: 9	1590
	Value Label 0 NO 1 YES 8 NA 9 M INFORMATION MISSING	
Q54	DESCRIPTION OF CONTEXT Format: F1 Missing Values: 9	1591
Q55	EVALUATION REPORT INCLUDED Format: F1 Missing Values: 9	1592
	Value Label 1 YES 2 NO 8 NA 9 M INFORMATION MISSING	
Q561	Q561 MULTIPLE METHODS Format: F1 Missing Values: 9	1593
	Value Label 0 NOT INCLUDED 1 INCLUDED 2 SUBSTANT EFFORTS	

Q562	Q562 COMPLETE <small>COMPREH</small> EVAL Format: F1 Missing Values: 9	1594
	Value Label 0 NOT INCLUDED 1 INCLUDED 2 SUBSTANT EFFORTS	
Q563	Q563 USEFUL EVAL Format: F1 Missing Values: 9	1595
	Value Label 0 NOT INCLUDE3 1 INCLUDED 2 SUBSTANT EFFORTS	
Q57A	Q57A EVAL HIV POL Format: F1 Missing Values: 9	1596
	Value Label 1 YES 2 NO 8 NA 9 M MISSING	
Q57B1	Q57B1 LOCAL POLICY Format: F1 Missing Values: 9	1597
	Value Label 0 NO 1 YES 8 NA, NO POLICY 9 M MISSING	
Q57B2	Q57B2 ASSESS IMPLEMEN Format: F1 Missing Values: 9	1598
	Value Label 0 NO 1 YES 8 NA, NO POLICY 9 M MISSING	

Q57B3 Q57B3 ASSES HOW WELL KNOWN

1599

Format: F1

Missing Values: 9

Value	Label
-------	-------

0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q57B4 Q57D POLICYMAKING PROCESS

1600

Format: F1

Missing Values: 9

Value	Label
-------	-------

0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q57B5 Q57E CONTENT OF POLICY

1601

Format: F1

Missing Values: 9

Value	Label
-------	-------

0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q57B6 Q75F EXTENT POLICY DISSEMINATED

1602

Format: F1

Missing Values: 9

value	Label
-------	-------

0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q57B7 Q57G EXTENT TRAINING PROVIDED

1603

Format: F1

Missing Values: 9

Value	Label
-------	-------

0	NO
1	YES
8	NA
9 M	INFORMATION MISSING

Q57B8	Q57H EXTENT POLICY UTILIZED Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NC</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>INFORMATION MISSING</td> </tr> </table>	Value	Label	0	NC	1	YES	a	NA	9 M	INFORMATION MISSING	1604
Value	Label											
0	NC											
1	YES											
a	NA											
9 M	INFORMATION MISSING											
Q57B9	Q57B OTHER Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>INFORMATION MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	a	NA	9 M	INFORMATION MISSING	1605
Value	Label											
0	NO											
1	YES											
a	NA											
9 M	INFORMATION MISSING											
Q57B9SPE	Q579 SPECIFY Format: A30	1606-1635										
Q58	Q58 EVAL HIV CURR Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>2</td> <td>NO</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	1	YES	2	NO	8	NA	9 M	MISSING	1636
Value	Label											
1	YES											
2	NO											
8	NA											
9 M	MISSING											
Q58B1	Q58B1 ASSESS CURR-POLICY Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA, NO POLICY</td> </tr> <tr> <td>9 M</td> <td>-MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	a	NA, NO POLICY	9 M	-MISSING	1637
Value	Label											
0	NO											
1	YES											
a	NA, NO POLICY											
9 M	-MISSING											

Q58B2	Q58B2 ASSESS IMPLEMEN	1638
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA, NO POLICY	
	9 M MISSING	
Q58B3	Q58B3 ASSESS DELIV	1639
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA, NO POLICY	
	9 M MISSING	
Q58B4	Q58D CURRICULUM DEVEL PROCESS	1640
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q58B5	Q58E CONSISTENCY	1641
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA, NO POLICY	
	9 M MISSING	
Q58B6	Q57F CONTENT OF CURRIC	1642
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA, NO POLICY	
	9 M MISSING	

Q58B7	Q58G EXTENT CURRIC IMPLEMENTED	1643
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q58B8	Q58H CURRIC IMPLEM AS INTENDED	1644
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q58B9	Q58I IMPACT ON STUDENTS	1645
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q58B10	Q58B OTHER	1646
	Format: F1	
	Missing Values: 9	
Q58B10SP	Q5810 SPECIFY	1647-1676
	Format: A30	
Q59A	Q59A EVAL ON STAFF	1677
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
	8 NA, NO POLICY	
	9 M MISSING	

Q59B1	Q59B1 CONSID POL CURR	1678
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q59B2	Q59B2 IMPLEMENTED	1679
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q59B3	Q59B3 MEASURE SATISFAC	1680
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q59B4	Q57D MEASUREMENT OF KNOWLEDGE ATTITUDES SKILLS	1681
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	
Q59B5	Q59E PROCESS OF DEVEL STAFF	1682
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA, NO POLICY	
	9 M MISSING	

Q59B6 Q59F ATTITUDES TOWARD PWAS 1683
Format: F1
Missing Values : 9

Value	Label
0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q59B7 Q59G INSTRUCTIONAL CONFIDENCE 1684
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q59B8 Q59H KNOWLEDGE OF HIV/AIDS 1685
For-it-tat:F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q59B9 Q59I CONTENT OF STAFF DEVEL 1686
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q59B10 Q59J PARTICIPANT SATISFACTION 1687
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q59B11 **Q59K PARTICIPANT SKILLS** 1688

Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q59B12 **Q59L COMFORT WITH SENSITIVE TOPICS** 1689

Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q59B13 **Q59 OTHER** 1690

Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA, NO POLICY
9 M	MISSING

Q5913SPE **Q59 SPECIFY** 1691-1723

Format: ABC

Q60 **Q60 EVAL STUD OUTCOMES** 1721

Format: F1
Missing Values: 9

Value	Label
1	YES
2	NO
3	NA
9 M	MISSING

Q60B

Q60B KAP KAB

1722

Format: F1

Missing Values: 9

Value	Label
1	YES
2	NO
a	NA , NO KAP

Q61

Q61 EVAL COLLAB

1723

Format: F1

Missing Values: 9

Value	Label
1	YES
2	NO
a	NA

Q95

Q95 EVALUATION OR PILOT PROGRAM

1724-1731

Format: F8.2

Missing Values: 9.00

Value	Label
.00	NO
1.00	YES
8.00	NA, NO PILOT PROGRAM
9.00 M	INFORMATION MISSING

FOCSTU

FOCUS GROUPS-STUDENTS

1732

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
a	NA
9 M	MISSING

FOCTEA

FOCUS GROUPS -TEACHERS

1733

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
a	NA
9 M	MISSING

FOCADM	FOCUS GROUPS - ADMINISTRATORS Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1734
Value	Label											
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1	YES											
8	NA											
9 M	MISSING											
FOCNUR	FOCUS GROUPS-NURSES Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	a	NA	9 M	MISSING	1735
Value	Label											
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1	YES											
a	NA											
9 M	MISSING											
FOCPAR	FOCUS GROUPS-P-S Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1736
Value	Label											
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1	YES											
8	NA											
9 M	MISSING											
FOCSCH	FOCUS GROUPS-SCHOOLS Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	a	NA	9 M	MISSING	1737
Value	Label											
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1	YES											
a	NA											
9 M	MISSING											
FOCDIS	FOCUS GROUPS - DISTRICTS Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	a	NA	9 M	MISSING	1738
Value	Label											
0	NO											
1	YES											
a	NA											
9 M	MISSING											

FOCOTH	FOCUS GROUPS-OTHER Format: F1 Missing Values: 9 value Label 0 NC 1 YES a NA 9 M MISSING	1739
CASSTU	CASE STUDIES-STUD== Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1740
CASTEA	CASE STUDIES-TEACHERS Format: F1 Missing Values: 9 value Label 0 NO 1 YES 8 NA 9 M MISSING	1743.
CASADM	CASE STUDIES-ADMINISTRATORS Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1742
CASNUR	CASE STUDIES-NURSES Format: F1 Missing values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1743

CASPAR	CASE STUDIES-PARENTS	1744
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
CASSCH	CASE STUDIES-SCHOOLS	1745
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
CASDIS	CASE STUDIES-DISTRICTS	1746
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
CASOTH	CASE STUDIES-OTHER	1747
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
INTSTU	INTERVIEWS-STUDENTS	1748
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	

INTTEA	INTERVIEWS-TEACHERS	1749
	Format: F1	
	Missing Values: 9	
	value Label	
	0 SO	
	1 YES	
	8 NA	
	9 M MISSING	
INTADM	INTERVIEWS-ADMINISTRATORS	1750
	Format: F1	
	Missing Values: 9	
	value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
INTNUR	INTERVIEWS-NURSES	1751
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
INTPAR	INTERVIEWS-PARENTS	1752
	Format : F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
INTSCH	INTERVIEWS-SCHOOLS	1753
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	

INTDIS	INTERVIEWS-DISTRICTS Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1754
Value	Label											
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1	YES											
8	NA											
9 M	MISSING											
INTOTH	INTERVIEWS-OTHER Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1755
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
OBSSTU	OBSERVATION-STUDENTS Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1756
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
OESTEAT	OBSERVATION-TEACHERS Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1757
Value	Label											
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1	YES											
8	NA											
9 M	MISSING											
OBSADM	OBSERVATIONS-ADMINISTRATORS Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1758
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											

OBSNUR	OBSERVATIONS-NURSES	1759
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	
OBSPAR	OBSERVATION-PARENTS	1760
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	
OBSSCH	OBSERVATION-SCHOOL	1761
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
OBSDIS	OBSERVATION-DISTRICTS	1762
	Format : F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	
OBSOTH	OBSERVATION-OTHER	1763
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	

OTHESTU

OTHER-STUDENTS

1764

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

OTHTEA

OTHER-TEACHERS

1765

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

OTHADM

OTHER-ADMINISTRATORS

1766

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

OTHNUR

OTHER-NURSES

1767

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

OTHPAR

OTHER-PARENTS

1768

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

OTHSCH OTHER-SCHOOLS 1769

Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

OTHDIS OTHER-DISTRICTS 1770

Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

OTHOTH OTHER-OTHER 1771

Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q62SPEC OTHER SPECIFY 1772-1786

Format: A15

Q631 Q631 HIV ED POL 1787

Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q632	Q632 CURRIC Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	a	NA	9 M	MISSING	1788
Value	Label											
0	NO											
1	YES											
a	NA											
9 M	MISSING											
Q633	Q633 STAFF DEVEL Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	a	NA	9 M	MISSING	1789
Value	Label											
0	NO											
1	YES											
a	NA											
9 M	MISSING											
Q634	Q634 SURVEIL Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1790
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
Q635	Q635 EVAL Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>a</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	a	NA	9 M	MISSING	1791
Value	Label											
0	NO											
1	YES											
a	NA											
9 M	MISSING											
Q636	Q636 COLLAB Format: F1 Missing Values: 9 <table border="0"> <tr> <td>Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>Y E S</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	Y E S	8	NA	9 M	MISSING	1792
Value	Label											
0	NO											
1	Y E S											
8	NA											
9 M	MISSING											

Q64A	REQ/REC TA IN EVAL	1793
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
Q64B	DESCRIBE TA	1794
	Format: F1	
	Missing Values: 9	
Q65A	Q65A USES CDC HANDBOOK	1795
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
	8 NA	
Q65B	WHAT EXAMPLES WERE USED	1796
	Format: F1	
	Missing Values: 9	
Q661	Q661 YRBS	1797
	Format: F1	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 MISSING	
Q662	Q662 HIV SURV	1798
	Format: F1	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 MISSING	

Q663

Q663 SCHHO BLDG

1799

Format: F1

Value	Label
0	NO
1	YES
8	NA
9	MISSING

4668

4668 NA

1800

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q671

Q671 YRBS WEIGHTABLE

1801

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q672

Q672 HIV WEIGHTABLE

1802

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q673

Q673 SCH BLDG WEIGHTABLE

1803

Format: F1

Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q681	Q681 RESP RATE SCH	1804-1806
	Format: F3	
	Missing Values: 999	
Q682	Q682 RESP RATE STUDENTS	1807-1809
	Format: F3	
	Missing Values: 999	
Q96	Q96 RESPONSE RATE FOR SBS	1810-1817
	Format: F8.2	
	Missing Values: 999.00	
Q69A	Q69A QTJESTION OMITTED	1818
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
	8 NA	
	9 M MISSING	
Q69B1	INJURY	1819
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M INFORMATION MISSING	
Q69B2	SEX	1820
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M INFORMATION MISSING	

Q69B3 . DRUGS 1821
 Format: F1
 Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	INFORMATION MISSING

Q69B4 TOBACCO 1822
 Format: F1
 Missing Values : 9

Value	Label
0	NO
1	YES
a	NA
9 M	INFORMATION MISSING

Q69B5 NUTRITION 1823
 Format: Fi
 Missing Values: 9

Value	Label
0	NO
1	YES
a	NA
9 M	INFORMATION MISSING

Q69B6 PHYSICAL ACTIVITY 1824
 Format: F1
 Missing Values: 9

Value	Label
0	NO
1	YES
a	NA
9 M	INFORMATION MISSING

Q70 Q70 YRBS SURVEY ENHANCED HIV ED? 1825
 Format: F1
 Missing Values: 9

Q97	Q97 SBS DATA USED Format: F8.2 Missing Values: 9.00 Value Label .00 NO 1.00 YES 8.00 NA , NO POLICY 9.00 M INFORMATION MISSING	1826-1833
Q71	COLLABORATE W/OTHER AGENCIES Format: F1 Missing Values: 9 Value Label 1 YES 2 NO	1834
Q721	Q721 DEPT HEALTH Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA 9 M MISSING	1835
Q722	Q722 DEPT ED Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA 9 M MISSING	1836
Q723	Q723 PAR, TEACH, STU Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA 9 M MISSING	1837

Q724 **Q724 MINORITY GROUP** 1838

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

Q725 **Q725 RELIG ORG** 1839

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

Q726 **Q726 MED. SOCIETY** 1 8 4 0

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

Q727 **Q727 OTHER** 1841

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

Q727SPEC **OTHER SPECIFY** 1842-1871

Format: A30

Q73A1	Q73A1 REQ MATERIAL Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA 9 M MISSING	1872
Q73A2	Q73A2 PHONE CONVERS Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1873
Q73A3	Q73A3 SPEAKERS Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA 9 M MISSING	1874
Q73A4	Q73A4 TRAINING Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1875
Q73A5	Q73A5 TASK FORCE Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1876

Q73A6 **Q73A6 SPEC COMMITT** 1877
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q73A7 **Q737A7 OTHER** 1878
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q73A7SPE **OTHER SPECIFY** 1879-1908
Format: A30

Q73B **Q73B FREQ MEET** 1909
Format: F1
Missing Values: 9

Value	Label
1	ANNUALLY
2	QUARTERLY
3	MONTHLY
4	WEEKLY
5	OTHER
9 M	MISSING

Q73BSPEC **OTHER SPECIFY** 1910-1939
Format: A30

Q74 **Q74 COLLAB W/NAT ORGANIZ** 1940
Format: F1
Missing Values: 9

Value	Label
1	YES
2	NO
8	NA
9 M	MISSING

4751	Q751 AAHE Format: F1 Missing Values: 9 <table border="0"> <tr> <th>Value</th> <th>Label</th> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1941
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
Q752	Q75D ACHA Format: F1 Missing Values: 9 <table border="0"> <tr> <th>Value</th> <th>Label</th> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1942
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
4753	3 AASA Format: F1 Missing Values: 9 <table border="0"> <tr> <th>Value</th> <th>Label</th> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1943
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
4754	4 AFT Format: F1 Missing Values: 9 <table border="0"> <tr> <th>Value</th> <th>Label</th> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1944
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
4755	5 NSBA Format: F1 Missing Values: 9 <table border="0"> <tr> <th>Value</th> <th>Label</th> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1945
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											

Q756	6 NRSSC Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1946
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
Q757	7 ccsso Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1947
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
Q758	a NSHEC Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>i</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	i	YES	8	NA	9 M	MISSING	1948
Value	Label											
0	NO											
i	YES											
8	NA											
9 M	MISSING											
Q759	9 NAEQHE Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1949
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											
47510	10 NOBCO Format: F1 Missing Values: 9 <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>0</td> <td>NO</td> </tr> <tr> <td>1</td> <td>YES</td> </tr> <tr> <td>8</td> <td>NA</td> </tr> <tr> <td>9 M</td> <td>MISSING</td> </tr> </table>	Value	Label	0	NO	1	YES	8	NA	9 M	MISSING	1950
Value	Label											
0	NO											
1	YES											
8	NA											
9 M	MISSING											

4 7 5 1 1	11 CPS	1951
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q7512	12 ETRA	1952
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
47513	13 NPTA	1953
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q7514	14 NNYRS	1954
	Format : F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
47515	15 NCHE	1955
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	

Q7516	16 NCHHHSO Format: F1 Kissing Values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1956
Q7517	17 NCAS Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1957
Q7518	18 NCCH Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA 9 M MISSING	1958
Q7519	19 AMA Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1959
Q7520	20 NEA Format: F1 Missing Values: 9 Value Label 0 NO 1 YES a NA 9 M MISSING	1960


```
Q7521      21  ASHA
      Format:   F1
      Missing  Values:  9
```

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q7522 22 OTHER
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q7522SPE OTHER SPECIFY
Format: A30

Q76A1 Q76A1 REQ MATERIAL
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

```
Q76A2      Q76A2  PHONE  COVERS
Format:    F1
Missing    Values: 9
```

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q76A3 **Q76A3 SPEAKERS** 1995
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q76A4 **Q76A4 TRAINING** 1996
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q76A5 OTHER 1997
Format: F1
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q76A5SPE OTHER SPECIFY 1998-2027
Format : A30

Q76A6 **Q76A6 DEVEL TASK FORCE** 2028-2035
Format: F8.2
Missing Values: 9.00

Value	Label
.00	NO
1.00	YES
8.00	NA, NO POLICY
9.00 M	INFORMATION MISSING

Q76A7	Q76A7 DEVEL SPEC. COMMITTEE	2036-2043
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
	.00 NO	
	1.00 YES	
	8.00 NA, NO POLICY	
	9.00 M INFORMATION MISSING	
Q76B1	Q76B1 POLICY DEVEL	2044
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q76B2	Q76B2 POL IMPLEM	2045
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q76B3	Q76B3 CURIC DEVEL	2046
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	
Q76B4	Q76B4 CTJRRIC IMPLEM	2047
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	

Q76B5	Q76B5 TEACH STAFF	2048
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q76B6	Q76B6 DATA COLL	2049
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q76B7	Q76B7 PROG EVAL	2050
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q76B8	Q7 6B8 OUTCOMES	2051
	Format : F1	
	Kissing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q76B9	OTHER	2052
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	

Q76B9SPE	OTHER SPECIFY Format: A30	2053-2082
77	Q77 COLLAB CAH Format: F1 Missing Values: 9	2083
	Value Label	
	1 YES	
	2 NO	
	9 M MISSING	
Q781	Q781 REQ DIST MAT Format: F1 Missing Values: 9	2084
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q782	Q782 PHONE CONSULT Format: F1 Missing Values: 9	2085
	Value Label	
	0 SO	
	1 YES	
	8 NA	
	9 M. MISSING	
Q783	Q783 INVITING SPEAKERS Format: F1 Missing Values: 9	2086
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	

Q784	Q784 CONDUCT TRAINING	2087
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	
Q785	Q785 OTHER	2088
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	
Q785SPEC	OTHER SPECIFY	2089-2118
	Format: A30	
Q78A6	Q78A6 DEVEL TASK FORCE	2119-2126
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
	.00 NO	
	1.00 YES	
	8.00 NA, NO POLICY	
	9.00 M INFORMATION MISSING	
Q787A	Q787A DEVEL SPEC COMMITTEE	2127-2134
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
	.00 NO	
	1.00 YES	
	a.00 NA, NO POLICY	
	9.00 M INFORMATION MISSING	

Q79	LIST OF MRC INCLUDED W/APPL	2135
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
Q801	REPRESENTATIVES FROM SCHOOL BOARD	2136
	Format: F1	
	Missing Values: 9	
Q802	PARENTS	2137
	Format: F1	
	Missing Values: 9	
Q803	TEACHERS	2138
	Format: F1	
	Missing Values: 9	
Q804	STUDENTS	2139
	Format: F1	
	Missing Values: 9	
Q805	SCHOOL ADMINISTRATORS	2140
	Format: F1	
	Missing Values: 9	
4806	MINORITY GROUPS	2141
	Format: F1	
	Missing Values: 9	
Q807	OTHER	2142
	Format: F1	
	Missing Values: 9	
Q807SPEC	OTHER SPECIFY	2143-2172
	Format: A30	
4808	OTHER	2173
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M INFORMATION MISSING	
Q808SPEC	OTHER SPECIFY	2174-2203
	Format: A30	

Q809	OTHER	2204
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Format: F1
Missing Values: 9

Value	Label
-------	-------

0 NO

1 YES

a NA

9 M INFORMATION MISSING

Q809SPEC OTHER SPECIFY 2205-2234

Format: A30

Q8010	OTHER	2235
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Format: F1
Missing Values: 9

Value	Label
-------	-------

0 NO

1 YES

a NA

9 M INFORMATION MISSING

Q8010SPE OTHER SPECIFY 2236-2265

Format: A30

48011	OTHER	2266
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Format: F1
Missing Values: 9

Value	Label
-------	-------

0 NO

1 YES

a NA

9 M INFORMATION MISSING

Q8011SPE OTHER SPECIFY 2267-2296

Format: A30

081	MRC APPROVE PURCHASE/DEVEL	2297
-----	----------------------------	------

Format: F1
Missing Values: 9

082 CONTRIBUTE TO ASHE DATABASE 2298

Format: Fi
Missing Values: 9

Q83 **CONTRIBUTE INFO TO ASHE DATABASE** 2299

Format: **Fi**
Missing Values: 9

Q84	CAH ENROLLED IN CHEN	2300
	Format: F1	
	Missing Values: 9	
Q85	CAH USE CHEN	2301
	Format: Fi	
	Missing Values: 9	
Q86	Q86 CAH TA	2302
	Format: F1	
	Missing Values: 9	
	Value Label	
	1 YES	
	2 NO	
	9 M MISSING	
Q86A1	Q86A1 TA	2303
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q86A2	Q86A2 EVAL SUP	2304
	Format: F1	
	Missing Values : 9	
	Value Label	
	0 SO	
	i YES	
	8 NA	
	9`M MISSING	
Q86A3	Q86A3 SURVEY DATA COL	2305
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	

Q86A4 **Q86A4 ANALYSIS** 2306

Format: **F1**
Missing Values: 9

Value	Label
0	NO
1	YES
a	NA
9 M	MISSING

Q86A5 **OTHER** 2307

Format: **F1**
Missing Values: 9

Value	Label
0	NO
1	YES
a	NA
9 M	MISSING

Q86A6SPE **OTHER SPECIFY** 2308-2337

Format: A30

Q86B1 **Q86B1 \$** 2338

Format: **F1**
Missing Values: 9

Value	Label
0	NO
1	YES
8	NA
9 M	MISSING

Q86B2 **Q86B2 CURRIC DEVEL** 2339

Format: **F1**
Missing Values: 9

Value	Label
0	NO
1	YES
a	NA
9 M	MISSING

Q86B3 Q86B3 SPEC PROG 2340

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

Q86B4 Q86B4 TEACH TRAIN 2341

Format: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

Q86B5 Q86B5 CULTURE 2342

Forinat: F1
Missing Values: 9

Value Label

0 NO
1 YES
8 NA
9 M MISSING

Q86B6 OTHER 2343

Format: F1
Missing Values: 9

Value Label

0 NO
i YES
8 NA
9 M MISSING

Q86B6SPE OTHER SPECIFY 2344-2373
Format: A30

Q86C1	Q86C1 LOCAL POLICIES Format: F1 Missing Values: 9 Value Label 0 NO 1 Yes 8 NA, no asst 9 M INFORMATION MISSING	2374
Q86C2	Q86C2 GUIDELINES Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO ASST 9 M INFORMATION MISSING	2375
Q86C3	Q86C3 ADVIS COMMITT Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO ASST 9 M INFORMATION MISSING	2376
Q86C4	Q86C4 STAND 4 HIV ED Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO ASST 9 M INFORMATION MISSING	2377
Q86C5	Q86C5 OTHER Format: F1 Missing Values: 9 Value Label 0 NO 1 YES 8 NA, NO ASST 9 M INFORMATION MISSING	2378

Q86C5SPE	OTHER SPECIFY Format: A30	2379-2408
Q86D	WAYS CAH ASSISTED Format: F1 Missing Values: 9	2409
Q87	Q87 ASST 4 HIGH RISK YOUTH Format: F1 Missing Values: 9	2410
	Value Label	
	1 YES	
	2 NO	
Q87A1	Q87A1 HIGH RISX SIT Format: F1 Missing Values: 9	2411
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q87A2	Q87A2 ALTERNAT SCH Format: F1 Missing Values: 9	2412
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q87A3	Q87A3 MINORITY KIDS Format: F1 Missing Values: 9	2413
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	

Q87A4	Q87A4 SPEC NEEDS	2414
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	8 NA	
	9 M MISSING	
Q87A5	Q87A5 OUT OF SCH Y.	2415
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	
	a NA	
	9 M MISSING	
Q87A6	Q87A6 INCARCERATED YOUTH	2416-2423
	Format: F8.2	
	Missing Values: 9.00	
	Value Label	
	.00 NO	
	1.00 YES	
	8.00 NA, NO POLICY	
	9.00 M INFORMATION MISSING	
Q87B	DESCRIBE KINDS OF ASST	2424
	Format: F1	
	Missing Values: 9	
Q88	INTERESTING FEATURES	2425
	Format: F1	
	Missing Values: 9	
Q89	SUCCESS STORES	2426
	Format: F1	
	Missing Values: 9	
Q90	Q90 PROGRESS NOT CAPTURED	2427
	Format: F1	
	Missing Values: 9	
	Value Label	
	0 NO	
	1 YES	

Dummy

Dummy Variable

2428

Format: **F1**

Missing Values: 9